

**EFFECTIVENESS OF SELECTED TEACHING STRATEGIES ON ENGLISH
COMPOSITION PERFORMANCE AMONG STANDARD SEVEN
LEARNERS WITH HEARING IMPAIRMENT IN
NAIROBI CITY COUNTY, KENYA**

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DEDICATION

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ABBREVIATIONS AND ACRONYMS

ADA	American with Disability Act
ANOVA F	A Ratio of two Variances
ANOVA	Analysis of Variance
CBM	Curriculum-Based Measurement
CWPT	Class Wide Peer Tutoring
DIELS	Dynamic Indicators of Early Literacy Skills
EARC	Educational Assessment Centre
ECZ	Electoral Commission of Zambia
ELD	English Language Development
ELLs	English Language Learners
ESL	English as a Second Language
HI	Hearing Impairment
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinations Council
KSL	Kenya Sign Language
LEP	Limited English Proficient
NAEP	National Assessment of Education Progress
NCES	National Centre for Education Statistics
NDCS	National Deaf Children's Society
NWF	Nonsense Word Fluency
ORF	Oral Reading Fluency

PALS	Peer- Assisted Learning Strategy
PSF	Phoneme Segmentation Fluency
STTA	Single Teacher Teaching Approach
TTA	Team Teaching Approach
UNESCO	United Nations Education Scientific and Cultural Organization

ABSTRACT

The achievement of hearing learners has remained poor across the country which has greatly affected transition to secondary school. The purpose of the study was to examine the effectiveness of selected teaching strategies on English composition performance among standard Seven learners with hearing impaired in Nairobi City County, Kenya. The theoretical framework for this study was Knowles' theory of learning and Cooperative Learning Theory. The study employed quasi-experimental and exploratory study design with thirty participants. Participants included Head teachers, Teachers, and standard Seven learner's. Data collection involved writing tests, interview guides, questionnaires, and document analysis guide. Quantitative data were analyzed using Statistical Package for the Social Sciences descriptive statistics and T-test. The qualitative data were transcribed, reconstructed, and reduced to emerging themes. Data that had been analyzed was presented in narration form and verbatim quotes. Test re-test technique was employed to assess the reliability of data collected. The scores were correlated with the Pearson Product Moment Correlation Formula to establish the reliability of the coefficient. An expert's view was essential when validating the content for every objective. Suspicious questions along with those which did not align with the objectives were discarded. The study's findings had it that group instruction can be used to improve composition writing when applied for a longer period of time. The study concluded that co-teaching strategy was a better teaching strategy. The study showed no evidence of difference between groups as per one-way Analysis of Variance $F(2, 27) = .713, p = .648$. This indicates that group instruction positively improves learners' performance to a certain extent. A one-sample t-test was used to compare the mean peer tutoring strategy with the mean pre-written test. The mean for pre-written test ($M = 11.53, SD = .791$) was not significantly different from the peer tutoring strategy; $t(16) = .379, p = .710$. A one-sample t-test was used to compare the mean co-teaching strategy with the mean of pre-written test. The mean score of pre-written test ($M = 3.262, SD = .791$) was not significantly different from co-teaching strategy; $t(17) = .498, p = .001$. The teachers cited challenges of providing individualized attention, coping with differences in learner ability, and effective communication. They stated that the challenges could be coped with by coordination with others to manage time and workload, maintaining learner's participation, balancing individual and group needs. Peer interaction and timely feed back was encouraged. The teachers also highlighted the importance of creating a positive and inclusive learning environment. From the study, it was concluded that teaching strategy is an essential strategy in improving learners with hearing impairment quality writing. Either of the strategies can help the learners to excel or flop in the subject. Teaching strategies should be given more priority while teaching composition to learners with hearing impairment. The research concludes that lack of writing frequently and inability to apply different learners-centered approaches results in poor performance. The research recommends that teachers should always be exposed to continuous professional development, e.g., short training, work shops and in-service on the new approaches in teaching composition.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This Chapter highlights the background of the study, problem statement, purpose of the study, significance of the study, objectives, and research questions. The Chapter also presents limitations and delimitations of the study, the scope, the Conceptual and Theoretical Framework, and the Operational Definition of Terms.

1.2 Background to Study

English is universally accepted in many countries as a mode of communication. It is the only language in the world taken as a lingua franca, and that is how it has made international communication possible (Wang, 2018). English language has more vocabulary as compared to any other language. It has an estimated two million words and a good foundation for building literature. English can be spoken by one in every seven human beings in the world. Also, majority of the books in the world and almost three out of four international emails are written in English (Awori, 2010; Chabari & Awori, 2017). Article 7(2) of the Kenyan 2010 Constitution makes English an official language of the Republic and it is therefore trained as from primary, secondary and continues till the tertiary level (The Constitution of Kenya, 2010). Given these facts, mastery of English language is critical in the existing education systems in the world as well as in Kenya (Binita, 2012). Equally, learners with hearing impairment need to know English to read write and communicate.

Globally, it is estimated that more than five percent of 7.7 billion, amounting to 466 million people, must contend with hearing impairments in their lives. However, out of

this population, there are thirty-four million children. The survey also projects that one in every ten people will live with hearing problems by 2050 (WHO, 2018). Hearing is significant to literacy which is also fundamental to educational success, social interaction, and economic opportunities. Lack of critical literacy skills holds a person back at every stage, thus, succeeding at school as a young child becomes difficult. When learners with hearing impairment become young adults, they are denied jobs, and therefore supporting their children's learning is a challenging task as a parent. In all communities, speaking supersedes writing, and all languages are structured in a complex way, rich in vocabulary, and efficient as a tool of communication (Smith, 2019). When one is literate, one can articulate matters concerning health and development effectively.

Teaching strategies primarily contribute to better performance, understanding, speaking, and writing of English compositions. The pedagogy employed by the teacher is significant in catapulting performance. For instance, a learner may like or hate the subject if the strategy employed is not comprehensible. In addition, learners' performance may change positively or negatively based on the teaching strategy employed on a given topic. Phillipson and Wegerif (2020) state that in the United Kingdom (U.K.), teaching composition involves a variety of memorization. Learners are given passages to memorize which helps to identify word usage and sentence structures in a single context. Memorization helps learners build a topical essay in that context and helps them build vocabulary and improve general grammar skills in writing namely: identifying main ideas, organizing strategies in writing composition and training speech. Organization is the formation of ideas, evidence, incidents, or details in a perceptible order in an essay, speech, or paragraphs. It is also known as

the arrangement of elements or disposition, in classical rhetoric. According to Aristotle, organization is the order of which takes place either according to the potential, place, or form. This is summarizing lessons, analyzing text structure, which aids in helping pupils to understand sentence structures. Teachers, too, use explanation strategies to encourage learners to align beliefs to inferences, relate experiences and associate texts. The strategy lacks in Kenya where most teachers use traditional methods of copying and gap filling.

Co-teaching assists in the social development of learners with disabilities and increases their reading achievement. A special educator may be helpful in the identification of specific learning needs. Most of the time, co-teaching is used to assist with the inclusion of learners who have mild intellectual disabilities, behaviour disorders, and disabilities in learning in the United Kingdom (Friend & Hurley-Chamberlin, 2017). The special teacher is the co-teacher while the regular teacher is the main teacher. The main teacher gives a topic of discussion and guidelines on the expected topic. The teacher highlights the introduction, body, summary, and conclusion. The co-teacher goes round assisting and guiding learners to write according to the main teacher's instructions, assists in molding handwriting and controlling the class. This strategy lacks in Kenya due to shortage of human resources.

Laycock (2018) posits that writing/group discussions are more effective in America, and children are direct participants in the choice of words they are entitled to use and set them down on paper. It has been very effective, particularly when the writing directly connects to meet a purpose that learners recognize, as necessary. Displaying

family photographs and photos from magazines, books, and newspapers is a teaching strategy in composition writing to inspire learners' writing. Teachers display images and ask learners to write about them, enabling them to write what they have understood in the picture (Cox, 2001).

Elsewhere, teachers in Germany employ active learning principles to teach writing in classrooms (Donahue, 2015). Also, writing is guided by active learning methods whereby learners are encouraged to teach one another as it is the best way to master a given concept. It is then complemented by direct discussion whereby the teachers who teach writing conduct their classes via talks rather than lectures. Teachers in Germany sometimes invite learners to lead a class and co-facilitate talks while others are assigned presentations (Donahue, 2015). The above-mentioned strategies in teaching composition are rarely used in Kenya, thus affecting composition writing performance.

Africa is one of the continents with the highest number of children with hearing impairment. About 40% of the population live with disability in sub-Saharan Africa. Three hundred and sixty million people are considered disabled (WHO, 2020). Therefore, there is a need to develop the correct teaching strategy, especially in language. However, the teaching strategies in composition writing in Kenya and Nigeria are similar in that both countries use the method of matching sentences and giving learners guided designs (Baitwabusa, 2011). Copy method and gap filling technique are the commonly used methods by teachers to teach composition writing to learners with hearing impairment in Kenya (Awori, 2010). Obianuju (2013) consents that the strategy favors learners with hearing impairment who are taught by use of

Total Communication elements, making them perform better than those not exposed to Total Communication. In contrast to Obianuju, Cawthon (2011) notes that copy method and gap-filling technique do not ensure adequate performance.

Also, in Nigeria, primary schools use dictation for punctuation and spelling, matching sentence patterns, and practice guided composition. They also use substitution tables in teaching composition writing (Ishaka *et al.*, 2014). Literature reviews from several countries tend to adopt specific techniques unique from others. The Kenyan and Nigerian cases are different from that of the Ugandans. In Uganda, English is a second language (Baitwabusa, 2011). Learners with hearing impairment are taught using Signed English (S.E.). Teachers who teach composition in Primary school employ teacher-centred methods. These methods do not yield good results for learners and are less effective in writing compositions. Annette (2011) and Albahusain, (2022) were in agreement that, the teaching strategies employed in Uganda, using Signed English and teacher centred methods were ineffective. The methods of teaching resulted in learners with hearing impairment making similar grammatical mistakes with their hearing counterparts when writing compositions.

English is one of the official languages used in Kenya for communication. It is usually used for formal communication by primary schools, and the legislature (Kenya National Examination Council, 2012). It is also used for personal contact and instructions. English is taught as a compulsory subject in all learning institutions except tertiary institutions in Kenya (Nyang'au, 2016). Although the subject has been adopted to assist learners with hearing impairment in schools, most of them continue performing below average in English composition writing, Nairobi City County

inclusive. Reports indicate that most learners complete their studies yet unable to sign, read or write high-quality English. Most young learners with hearing impairment in Kenya enter school late as compared to their peers with hearing. Learners with hearing impairment often spend more time in school compared to other learners with better hearing capabilities before registering into the schooling system. They complete school at a much older age than their hearing counterparts and are sometimes forced to repeat classes (K.I.C.D, 2017). A K.C.P.E. report analysis indicates that in the county, English composition performance amongst learners with hearing impairment dropped from 38% to 32% in 2015 (Ministry of Education, 2015). English subjects had a mean score of 31.04 in 2015.

Current literature lacks specific empirical investigation on the effectiveness of collaborative teaching strategies namely group, peer and co-teaching for improving English composition skills among hearing-impaired learners within the unique Kenyan educational context and its linguistic challenges (KSL vs. English). While global studies offer diverse approaches, their applicability and impact in Kenya, along with the specific challenges faced by Kenyan teachers in implementing these strategies for this population, remain unexplored. This study aims to fill these gaps.

There are well-established reasons why learners with hearing impairment do not perform better in composition writing as compared to their peers without hearing problems. According to Otieno (2018), the success of learning and writing English compositions for learners with Hearing Impairment (H.I) is hinged on careful selection of lesson delivery tool, the teacher preparation and feedback from learners with the same problem. For this reason, a teaching strategy needs to be adequate to

harmonize learning for the realization of the excellent performance of the learner. Clark, Gilbert, and Anderson (2011) postulate that signing, writing, and reading English while establishing a language for communication purposes is found difficult to learners with hearing impairment. Gudyanga (2014) supports this notion as Kihingi (2008) and Munyua (2009) observe that barriers to good results in academics for learners with hearing impairment include learners' inability to communicate. The scholars argue that learning settings faced with communication challenges present difficulties to learners with hearing impairment. Their findings contradict those of Yabbi (2013) and Saitoti (2005), who attribute poor performance to socio-economic and cultural challenges in their research.

Wambui (2017) notes that inappropriate instructional strategies, low motivation of teachers, and significant communication challenges, including instruction language do not favor learners with hearing impairment. These are vectors of poor performance in view of academics, and composition writing inclusive. The researcher recommends the teacher's intervention as learners with hearing impairment also have difficulties in comprehending written words. They also develop writing skills slowly as compared to learners with good hearing. They score less on tests because of their inability to contextualize the language and construct sentences. Therefore, teachers must find the best teaching strategy that make learners perform well in national examinations.

Despite various researches on composition writing challenges among learners with hearing impairments, a significant knowledge gap remains concerning the effectiveness of specific teaching strategies particularly group teaching, peer-assisted learning, and co-teaching approaches in enhancing English composition performance. Previous studies (e.g., Chalwe & Malama, 2022; Kodiango & Syomwene, 2016) have

focused primarily on identifying the difficulties these learners face, such as poor vocabulary, weak grammar skills, and limited exposure to English usage. Others, like Ogada *et al.* (2014) and Wangui (2024), explored language use and digital interventions but did not empirically evaluate structured teaching strategies. Furthermore, Wamae (2021) and Luvanga (2021) addressed broader pedagogical challenges in inclusive education but offered limited insights on composition-specific methods. This study fills that gap by examining how selected teaching strategies impact English composition outcomes for standard seven learners with hearing impairment in Nairobi City County, thus offering actionable evidence for educators and policymakers seeking inclusive and effective instructional methods.

1.3 Statement of the Problem

Writing is a productive skill where ideas, thoughts, and information are reprocessed, redelivered, or expressed to others. Learners incapacitated in writing and with hearing impairment have difficulties delivering the thoughts, ideas, and information relayed to them. They cannot express themselves well on paper as compared to their hearing counterparts, thus resulting in poor performance in composition writing. The major problem which learners with hearing impairment encounter is, in contextual language and sentence construction (K.I.C.D., 2017).

Their persistent failure affects their overall performance in examinations such as the Kenya Certificate of Primary Education. According to the Ministry of Education report, learners with hearing impairment have never attained a mean grade of fifty, with the highest being 49.9 in 2015. Poor performance prevents them from proceeding to secondary schools. There are high dropout rates among such learners (Omutsani,

2013), thus leading to a high percentage of illiteracy. These phenomena create overdependence among persons with H.I., thus leading to poverty in society. It leads to low self-esteem and low opportunities in the job market.

According to article 43(1) of the Constitution of Kenya, every person has a right to education (Constitution of Kenya, 2010). Special needs education is important for human development. The education prepares individuals to be self-reliant (Sessional Paper of 2005). Article 4(a) of Basic Education Act spells out that every child has a right to free and compulsory education (Education Act, 2013). Learners with H.I have therefore a right to be taught well and succeed in English composition writing not only for their own individual development but for societal development of human capital. The ultimate success of learning writing English composition is therefore perhaps hinged on the teaching strategies employed by teachers. Learners with hearing impairment need competent and efficient teachers who will apply appropriate strategies coupled with infusion of modern working tools and technology in teaching English composition.

For Learners with H.I, English language acquisition is more often assessed through written language since they have a problem with the spoken language. The assessment tool poses a challenge to learners with H.I. since their signed language is different from spoken language. Their signed language (KSL) has a different language structure of Object, Subject, Verb (OSV) such as *MOTHER MINE MARKET GO* compared to the regular English grammar that follows the Subject, Verb, Object (SVO) *My mother is going to the market.* The two structures confuse learners with hearing impaired and many a time affects their composition writing thus making them

to be penalized in their National Examination (KCPE) (Kodiango & Syomwene, 2016).

The National Performance of English composition for learners with H.I. in Kenya remains poor (K.I.C.D. 2017). It implies that other crucial factors related to English composition writing such as effective teaching strategies, adequate physical facilities, adequate human and teaching resources and motivation for both the learners and the teachers deter learners' performance. This needs to be studied in the Kenyan context. Although the government has devised several strategies for teacher capacity building, such as in-servicing teachers in teaching English language, revising and improving the curriculum to enhance learner's performances, their efforts have been futile in that, performances in English composition for this kind of learners still lags behind with Schools/Units in Nairobi scoring the following in the subject: In 2020, units White, Blue and Red in Nairobi scored a mean of 34.05, 42.88 and 30.5 respectively.

While studies have been conducted on composition writing among learners with H.I, these studies focus on challenges HI students face(Kodiango & Syomwene, 2016), tactics used in enhancing writing (Chabari & Awori, 2017), and computer assisted learning (Murithi, 2022; Wangui, 2024). Therefore, the current study investigated the teaching strategies effectiveness namely: group teaching strategy, peer teaching strategy, and co-teaching strategy. The study too investigated challenges facing teachers when administering the three teaching strategies on the English composition performance among standard seven learners with hearing impairment in Nairobi City County.

Given the persistent challenges in composition writing for learners with H.I in Kenya, as highlighted by consistently low national examination scores and the unique linguistic differences between Kenyan Sign Language (KSL) and English, there is a clear need to investigate pedagogical approaches that can effectively address these difficulties. The problem statement underscores the critical role of teaching strategies and identifies group teaching, peer teaching, and co-teaching as potentially impactful interventions. However, the effectiveness of these specific strategies within the Kenyan context, particularly for improving English composition writing skills among HI learners, remains less explored.

This research aims to address this gap through empirical testing of the impact of group instruction, peer instruction, and co-instruction approaches on the performance of hearing-impaired students in Nairobi City County. Moreover, it aims to find out the challenges encountered by teachers in employing these strategies. Understanding both the effectiveness and challenges involved is significant in guiding evidence-based recommendations for teachers and policymakers.

Specifically, the research responded to the following fundamental questions: (1) What is the effect of current teaching methods on English composition performance among hearing-impaired standard seven students in Nairobi City County? (2) What is the effect of group teaching method on English composition performance among hearing-impaired standard seven students in Nairobi City County? (3) In what way does the peer teaching strategy affect the performance of English composition of standard seven students with hearing impairment in Nairobi City County? (4) In what way does the co-teaching strategy affect the performance of English composition of standard

seven students with hearing impairment in Nairobi City County? And (5) What are the challenges faced by teachers in applying group teaching, peer teaching, and co-teaching approaches to teaching English composition to standard seven hearing impaired pupils in Nairobi City County?

By answering these questions, this research intends to provide valuable insights into effective instructional practices that contribute to the development of targeted interventions with a goal of improving the writing skills and overall academic outcomes for learners with hearing impairment in Kenya. The findings will inform teacher training programs, curriculum development, and resource allocation to better support the educational needs of this marginalized group, promoting their right to quality education and future opportunities.

1.4 Purpose of the Study

The study aimed at establishing which strategy could effectively be used to instruct English composition to learners with hearing impairment in Nairobi City County, Kenya.

1.5 Objectives of the Study

The study was guided by the following objectives to:

- a) To establish the current performance in English composition of learners with hearing impairment in Nairobi City County.
- b) Examine Group teaching strategy on English composition performance among standard seven learners with hearing impairment in Nairobi City County.
- c) Determine how peer-assisted teaching strategy affects English composition performance among learners with hearing impairment in Nairobi City County.

- d) Assess the extent to which co-teaching strategy affects English composition performance among learners with hearing impairment in Nairobi City County.
- e) Explore challenges which teachers face when using teaching strategies in composition writing among learners with hearing impairment in Nairobi City County.

1.6 Research Questions

The study answered the following questions:

- (a) To what extent does current teaching strategy affect English composition performance of standard seven learners with hearing impairment in Nairobi City County?
- (b) To what extend does Group teaching strategy affect English composition performance of Standard Seven learners with hearing impairment in Nairobi City County?
- (c) How does peer-assisted teaching strategy affect English composition performance of Standard Seven learners with hearing impairment in Nairobi City County?
- (d) To what extend does co-teaching strategy affect the English composition writing performance of learners having H.I. in Nairobi City County?
- (e) Which challenges do teachers face when teaching, using group, peer and co-teaching strategies in composition among Standard Seven learners having H.I. in Nairobi City County?

1.7 Significance of the Study

The outcome of the study could benefit learners with hearing impairment by enhancing their English composition writing skills through improved instructional

methods and targeted support in language learning. The findings could assist teachers of learners with hearing impairment to identify the most effective teaching strategies for English subjects, particularly composition writing. This would also support the development of more advanced strategies for training language teachers teaching composition writing to learners with hearing impairment.

Researchers and policymakers could utilize the findings of this research to advocate for and provide accurate information on composition writing literacy and educational status. This, in turn, can inform the allocation of learning resources for composition and guide future curriculum review efforts aimed at improving the composition writing ability of learners with hearing impairment. The research too contributed to bridging the literature gap on English composition teaching strategies to learners with hearing impairment.

1.8 Limitation and Delimitation

1.8.1 Limitations of the Study

The research took place in primary schools of learners with hearing impairment in Nairobi City County Kenya. The study targeted the standard seven learners with hearing impairment, teachers teaching composition writing and head teachers of the unit/schools of learners with hearing impairment alone. The research instruments were restricted to: Written tests, questionnaires, observation schedule, document analysis and interview guide. The researcher encountered difficulties understanding the chosen schools' regional sign language due to variations in sign languages. To address this, the researcher collaborated closely with sign language interpreters (the

teachers) familiar with the local dialects and engaged in preliminary immersion sessions to better understand the communication nuances.

The researcher faced challenges with financial constraints and time limits due to the shortened learning period resulting from COVID-19, posed logistical challenges; however, the researcher optimized available resources by focusing on key activities and conducting interviews and tests within condensed time. In addition, the research experienced a shortage of relevant local literature. To mitigate this, the researcher incorporated insights from broader related studies and adapted them to the local context where applicable. While the general findings were limited to the specific target group in the selected unit/schools, the researcher ensured rich, in-depth data collection to provide meaningful insights within that scope. Although it was difficult to attribute observed improvements solely to the treatment applied, the researcher used triangulation of instruments and data sources to strengthen validity of the findings.

1.8.2 Delimitation

The study took place in Kenya among learners with hearing impairment in Nairobi City County. The choice of this County was due to its metropolitan in nature and had a high turn up in enrolment of learners and teaching staff with many units of learners with hearing impairment. The study was limited to three teaching strategies namely: group teaching, peer-assisted learning, and co-teaching. Although there are other teaching strategies such as lecturing, role play, picture matching, use of substitution tables, and matching sentence patterns, the researcher did not investigate them due to shortened term due to COVID 19 pandemic. The designs used were quasi-experiment

and exploratory research design. The quasi-experiment design was found favourable as it allowed the researcher to evaluate the scores of the dependent variable before and after intervention without engaging a control group while exploratory research design explored the challenges associated with selected teaching strategies. The sampling techniques were purposive and random sampling techniques. The study was delimited to questionnaires to save time upholding confidentiality, interview guide was found suitable as it gave room for probing, and test tools were seen appropriate for collecting data since they assisted in evaluating the effectiveness of the previous and current teaching strategies.

1.9 Assumptions of the Study

The study assumptions were:

- i. Educators utilize various teaching strategies to help tutor learners with hearing impairment in composition writing.
- ii. Teachers are adequately prepared to teach learners with hearing impairment how to write in English composition.
- iii. Teachers regularly assess learners with hearing impairment in composition writing.
- iv. Teachers use various learning and teaching materials and resources in teaching composition writing in English lesson.

1.10 Theoretical and Conceptual Framework

The research employed three theories namely Knowles Theory of Learning, Cooperative Learning Theory and Inclusive Pedagogy Framework.

1.10.1 Theoretical Framework

i) Knowles's Theory of Learning

Malcolm Knowles' developed Knowles's Theory of Learning in 1973. However, this study adopted Knowles Theory as advanced by Donahue (2015). The theory has five central concepts: (a) Self-concept, where individuals become more self-independent to learn and aspire to have ownership in their learning. (b) The second concept is the learner's experiences since the children had learned writing in previous classes, they are not starting from nothing; hence prior experiences play an essential role in their learning. (c) Concept three is readiness; the theory presumes that children are ready and want to learn what would assist them in future and their current state, this means that learners need motivation to learn (Aristizábal *et al.*, 2017a). (d) The fourth is the orientation to learning. However, this does not apply to this study. This is because it is more applicable to adult learning than children's learning and more oriented towards problem solving. (e) The fifth concept is motivation; this emphasizes that learner's need motivation to learn.

The theory emphasizes that learners must be shown why something is important to discover. It shows how learners can be trained to scan through important information. Teachers must relate the topic to the learner's experiences for effective learning and understanding. According to Darden (2014), teaching strategies should be learner-centred with the teacher facilitating and managing. The theory facilitates learning process among the learners. The scholar observes that it helps teachers to move from the teaching methods that are rudimentary to more practical methods that are relevant, self-directed, and initiative taking. Andiemma (2016) study on "Effect of Child Centred Methods on Teaching and Learning of Science Activities in Pre-Schools in Kenya,"

revealed a significant correlation ($p < 0.01$). The use of child discovery was ($r = 0.370$ and $p = 0.001$) and activity-based approaches was ($r = 0.360$ and $p = 0.001$) correlations were high compared to the interest of the child ($r = 0.215$ and $p = 0.007$) and child needs approaches ($r = 0.181$ and $p = 0.024$). The scholars recommend that teaching strategies could be made child-centred exercise related to the learner's environment. It was to inspire learners and help them overcome curriculum-based challenges. However, critics of this theory note that lack of experience in cognition among learners with hearing impairment could jeopardize its application in teaching strategies (Yonge, 2013; Mcgrath, 2013). For instance, andragogy in Knowles Theory suggests that motivation to learning stems from wealth of experience and knowledge is not applicable to children since they lack the experience of life, hence need instructions (Darden, 2014).

Kodiango and Syomwene (2016) concur with the notion that H.I learners are rarely able to utilize cognitive ability to relate to their life experiences, as a result, they find it difficult to write composition and answer comprehension questions. The scholars further explain that learners with hearing impairment lack motivation because of inability to speak the language they use as theory suggests. However, the theory remains relevant since it guided the current study which acknowledges that teachers' teaching strategies are essential in all learners' education. Hence, the researcher believes that learners with hearing impairment could perform well in composition writing through better teaching approaches.

Teaching factors include the strategies the teacher uses to teach and how regular learners engage in learning the same subject. It includes psychological and curricular

aspects. Learning can effectively take place if three aspects are considered namely: learner's aptitude, learning environment, and teaching strategies. Learners must have an inborn potential to learn, understand, and derive sense from what they have learned. The natural ability to synthesize ideas and put them on paper matters. Environmental factors such as educational stimulation, psychological state of the home, the classroom environment, learners' peers, social interaction after school, and the use of time for leisure are essential. Educators have a very important role in assisting learners with hearing impairment in the best ways possible, including enhancing their surroundings and remedying the specific difficulty (Albahusain, 2022).

In applying Knowles's Theory to learners with hearing impairment, it becomes essential for educators to modify teaching strategies in ways that compensate for their unique communication and cognitive needs. For example, visual aids, sign language integration, and multimodal instructional tools can support the principle of prior experience by making content more accessible and relatable. Additionally, promoting group work and peer interaction within a structured environment encourages social learning, which can boost motivation and readiness key elements in Knowles's framework. Learner-centered strategies such as guided composition tasks, picture-based storytelling, and collaborative writing exercises allow learners with hearing impairment to take ownership of their learning while building confidence in expressing themselves (Darden, 2014; Kodiango & Syomwene, 2016). These approaches align with the theory's core concepts and can significantly enhance composition writing performance by providing meaningful engagement and

reinforcing understanding through repetition and peer modeling (Donahue, 2015; Albahusain, 2022).

Knowles's Theory, adapted for this study, is relevant as it emphasizes learner autonomy, prior experiences, readiness, and motivation crucial aspects for teaching English composition to hearing-impaired learners. Despite noted limitations regarding their cognitive experience and language access, the theory's focus on learner-centered, engaging strategies aligns with the study's investigation into group, peer, and co-teaching strategies. By highlighting the importance of connecting learning to learners' experiences and fostering motivation, the theory underpins the need for effective teaching approaches to improve composition writing skills among learners with HI.

For this research, effective teaching strategy is the focus. This theory fits the survey since it embraces the aspects of learning and teaching for both teachers and learners. Teachers must develop appropriate teaching strategies to simplify writing for learners with hearing impairment. Given the aptitude, conducive environment, and practical strategies for teaching, learners with H.I could improve in composition writing.

ii) Cooperative Learning Theory

Cooperative Learning Theory (CLT), proposed by David W. Johnson and Roger T. Johnson in 1989. It posits that learning occurs most effectively in small, structured group settings that emphasize positive interdependence, individual accountability, interaction that are promotive, and the development of social skills (Johnson & Johnson, 1999). The theory argues that knowledge is constructed through collaboration, where learners support one another's academic success. Within the

context of learners with hearing-impaired, recent studies affirm the applicability of CLT in promoting literacy, particularly in language-based tasks like composition writing. For instance, Toplu and Erten(2023) demonstrated that cooperative reading circles led to a significant improvement in vocabulary retention and composition structure among ESL students with hearing impairments. Rodríguez-Oramas *et al.* (2021) supports that students in cooperative learning environments exhibited higher writing confidence and narrative coherence, while Buchs and Maradan (2021)emphasized how bilingual group projects in science improved written explanations and peer communication. Rodríguez-Oramas *et al.* (2021) noted that cooperative inquiry groups encouraged concept integration. In another study, Silalahi and Hutauruk (2020) reported that app-based cooperative writing exercises enhanced expressive writing among Saudi high school students with hearing difficulties. These findings underscore how structured peer interactions and collaborative scaffolding can enrich language acquisition and literacy development for learners with special needs.

Despite its strengths, Cooperative Learning Theory has faced critiques in both practical and theoretical domains. One concern is its assumption that all learners can equally contribute and benefit from group work, which may disadvantage students with severe communicative limitations or social anxiety. Mang’oka and Somba (2024) highlighted that without cultural adaptation, group dynamics can marginalize deaf students, especially in multilingual classrooms. Furthermore, Loh and Ang (2020) observed that some students in peer tutoring structures exhibited reliance on dominant peers, potentially limiting autonomy. Moreover, Slavin (2022) pointed out that cooperative tasks without tactile or visual aids reduced effectiveness in STEM subjects for deaf learners.

In a similar study, Erbil (2020) underscores that both cooperative and flipped classroom methods align with Vygotsky's reinforcement on scaffolding and social interaction within the Zone of Proximal Development (ZPD). However, for hearing-impaired students, the assumption of seamless peer communication can be problematic. As Hogenkamp *et al.* (2021) demonstrate, the success of cooperative learning hinges on equitable contribution and socially shared regulation, which may be disrupted by communicative barriers in heterogeneous groups. Similarly, Slavin (2022) also acknowledges that while cooperative structures support mutual learning, their implementation often lacks differentiation for learners with disabilities, leading to exclusionary group dynamics. Yang (2023) adds that the historical application of cooperative learning has centered on neurotypical and hearing populations, calling into question the universality of its theoretical assumptions.

These criticisms underscore the need for differentiated cooperative structures that align with learners' communication modes and social-emotional capacities. Nevertheless, the theory remains relevant due to its proven ability to enhance engagement, peer relationships, and language performance, especially when adapted with sign language, digital supports, and culturally responsive methods (Sirota & Bailey, 2021; Ali & Osman, 2020). Thus, CLT continues to be a foundational model in inclusive language instruction for hearing-impaired learners.

iii) Inclusive Pedagogy Framework

Inclusive Pedagogy Framework (IPF), developed by Florian and Black-Hawkins (2011), advocates teaching practices that embrace learner diversity by avoiding additional differentiation and instead creating a shared classroom environment that

supports all learners through collaborative planning and responsibility (Florian *et al.*, 2016). The core tenets include inclusive values, responsive teaching, and the rejection of ability grouping. This theory is particularly aligned with models of co-teaching in which two or more teachers share teaching responsibilities to create equitable access to learning. Recent studies reinforce the theoretical fit between IPF and co-teaching in special needs education. For instance, Merideth (2022) found out co-teaching in composition classes significantly improved syntactic complexity and writing fluency among deaf students. In addition, Sebald *et al.* (2023) noted that shared instructional planning enhanced the clarity of writing prompts and rubrics for students with hearing loss. In a longitudinal study, Heisler and Thousand (2021) observed increased peer feedback and drafting quality in inclusive English classes employing IPF-aligned co-teaching. Moreover, Musonda and Malam (2022) revealed that co-teaching models allowed teachers to model written expression jointly, which benefited deaf students' sentence construction. According to Vembye *et al.* (2024) emphasized that the shared expertise of co-teachers reduced instructional redundancy and boosted clarity in expository writing.

Nevertheless, critiques of the Inclusive Pedagogy Framework caution against overly idealistic assumptions regarding teacher collaboration and institutional readiness. Barron and Friend (2025) argue that many schools lack the professional development structures necessary for effective co-teaching, leading to role ambiguity and conflict. Drelick *et al.* (2024) observed that without clear administrative support, co-teaching often devolves into hierarchical rather than collaborative models, limiting its inclusive potential. In terms of deaf education, Lim (2011) reported that inconsistencies in sign language fluency between co-teachers created instructional gaps, especially during

writing instruction. However, despite these weaknesses, IPF remains essential due to its philosophical and instructional emphasis on shared responsibility, universal access, and responsive pedagogy. When implemented with structured training and inclusive materials such as visual composition scaffolds and dual language supports the framework continues to demonstrate substantial improvements in learning equity and writing development for students with hearing impairments (Heisler & Thousand, 2021; Vembye *et al.*, 2024).

1.10.2 Conceptual Framework

The figure explains the relationship between the variables of the study. In the abstract outline, teaching strategies are the primary variable in performance enhancement for English composition writing. Information presented in Figure 1.1 shows the listed independent variable. Group teaching, where learners having similar learning needs are taught jointly for a period of time and then taught what was covered for reinforcement purposes. They are also given room to dialogue with one another coming up with their own experiences of peer-assisted learning, in which teachers place a learner with a fellow learner to work on a given task. Co-teaching where two teachers co-ordinate and co-actively work together for the lesson's success. To identify potential intervening variables, one would need to consider factors that might influence the relationship between the teaching strategies and the learners' writing performance. These could include learners' motivation levels, access to resources, the classroom environment, the severity of hearing impairment, or the teachers' attitudes and training in implementing these specific strategies. These factors can either strengthen or weaken the effect of the independent variables on the dependent variable.

Peer-assisted teaching further complements group teaching by pairing high and low achievers, encouraging knowledge sharing and scaffolding. This approach strengthens vocabulary acquisition and sentence structuring, as learners model language behavior from peers in a supportive context. Research by Ogada *et al.* (2012) confirms that peer relationships foster a safe space for experimentation and expression in writing, particularly when communication is reinforced using Kenyan Sign Language.

Meanwhile, co-teaching especially coordinated and co-active teaching has been found to improve writing fluency and grammar. Having two instructors enables differentiated instruction and ongoing feedback, essential for learners who require individualized support due to their hearing challenges (Otieno, 2018). These strategies do not operate in isolation; they depend heavily on institutional culture, including availability of resources, sign language competence, and a motivational school climate.

In addition, institutional culture serves as a critical intervening variable influencing the relationship between group-based instructional strategies such as co-teaching and peer-assisted learning and English composition performance among deaf learners. As Florian and Black-Hawkins (2011) assert, inclusive pedagogy must be embedded in a classroom culture that fosters collaboration and shared responsibility, rather than relying solely on differentiated instruction. When institutional environments provide adequate resources, sign language proficiency among educators, and sustained opportunities for writing practice, they significantly enhance the success of pedagogical interventions.

Research by Ogada *et al.* (2014) found that hard-of-hearing and deaf learners placed in general education environment with strong institutional supports demonstrated improved literacy outcomes compared to those without such supports. Moreover, co-teaching becomes more effective when both educators receive targeted professional development in inclusive practices (Heisler & Thousand, 2021; Wamae, 2021). These findings underscore that the success of peer and co-teaching strategies in composition instruction is not determined solely by pedagogical design, but by how well the institutional context supports implementation particularly through training, materials, and inclusive values that enable meaningful interaction and feedback for learners with hearing impairments.

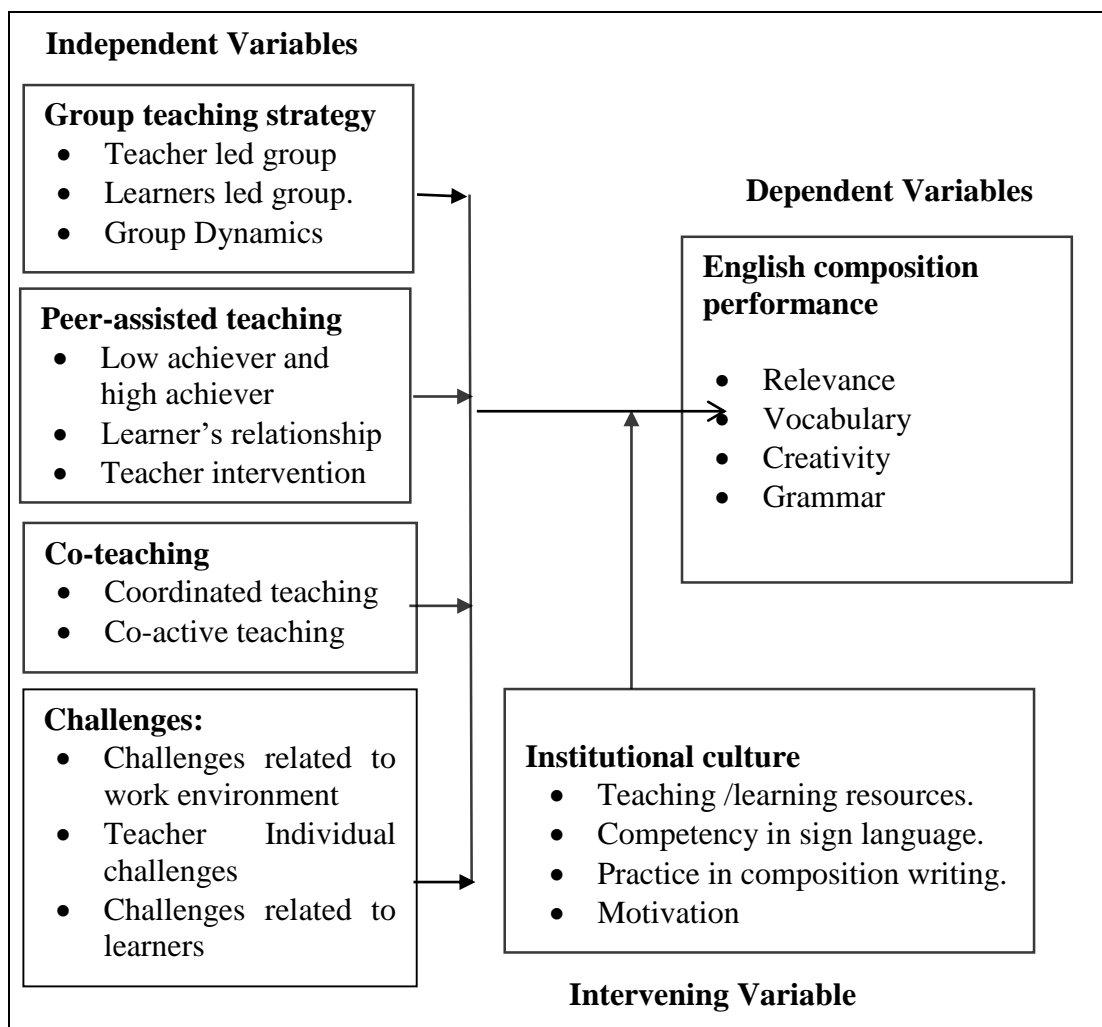


Figure 1.1: Relationship between variables

(Source: Author, 2019)

However, the effectiveness of these instructional approaches is often moderated by challenges related to the teaching environment. Teachers face constraints such as limited training in sign language, lack of access to teaching aids, high workloads, and inconsistent policy support, which can hinder implementation of group and peer-based strategies (Baines *et al.*, 2022)). Additionally, learners may face psychological and social barriers that affect their willingness to participate actively. Where institutional culture is weak, lacking teaching/learning resources or motivation

otherwise effective strategies may yield limited results. Therefore, the interaction between instructional strategies and contextual variables such as institutional culture and challenges significantly shapes the extent to which English composition skills like grammar, creativity, vocabulary, and relevance can develop among hearing-impaired learners in Nairobi City County.

1.11 Operational Definition of Terms

Co-teaching strategy: It is a "co-active and coordinated means of instruction of academically and behaviorally diverse groups of students in an inclusive setting" (Friend et al., 1989).

Composition teaching strategy: This refers to a teaching method or lesson plan of classroom activities or interactions aimed at bringing about specific writing skills (Ayua 2017)

Composition writing: Composition is a synonym for writing. It is the process of putting words together in written form to answer a particular question. It is putting together English words (Lynn, 2010).

Creativity: Writing that demonstrates imagination and invention (Gielen, P. ,2013).

Deaf: A person who does not have or deprived of sense of hearing; cannot hear or one with Hearing Impairment (IDEA, 2000).

Grammar: Grammar is the use of rules while speaking, or writing. It is the whole system and frameworks of all languages in general (Kashma, 2021)

Group teaching strategy: Ward (1987) explains group teaching strategy as one where students with specific learning needs are grouped together for a short period of time. Students are placed in groups based on the additional support they need to learn the information previously presented for the whole class.

Hearing impairment: Hearing impairment refers to complete loss of sense of hearing in one or both ears. It is referred to as an impairment in hearing, eternal or fluctuating, which adversely affects academic performance (WHO, 2005).

Peer-assisted instructional strategy: It's a class-wide peer coaching scheme. One student is designated by the teacher to assist a peer on various class assignments. They may also be rotated by time, need, or potential (Rohrbeck, 1997).

Performance: Ability to execute something successfully, especially using your own effort and capacity. For example, performing well in examinations (Brumbach, 1997).

Relevance: Relation or connection of something to the problem at hand or which is under consideration (Sperber, 2012)

Teaching strategies: These are instructional approaches teachers select to facilitate learners to become independent in learning to accomplish scholarly assignments (Lunenburg, 1995).

Vocabulary: It is knowledge of words, knowing how words operate and using the words in sentences (McKeown, 2019).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Chapter two presented related researches to the study. The researches dealt with the study aims. The review of literature helped the researcher identify the gap that earlier researchers had failed to address. It dealt with literature as per the following themes that are derived from study aims: The current performance in composition writing among hearing impaired students in Nairobi City County. The effect of Group Teaching strategy on English composition performance among hearing-impaired learners. Peer Assisted Learning strategy (PALS) on English composition writing performance, Co-teaching strategy on English composition writing performance and challenges teachers face when using Group, Peer and Co-teaching strategies in teaching composition writing.

This research is distinct from other studies by its specific focus on the effectiveness of group, peer, and co-teaching approaches to enhancing English writing abilities among standard seven hearing-impaired learners within the unique educational context in Nairobi City County, Kenya. Unlike broader studies on inclusive education or language acquisition for the hearing impaired, this investigation directly addressed a critical gap identified in the local literature regarding pedagogical interventions for written English.

Previous researches in Kenya have often highlighted the persistent challenges faced by these learners, pointing to issues with contextual language and sentence construction, and the limitations of traditional teaching methods like copying and gap-

filling. While international literature offers insights into various teaching strategies, their applicability and effectiveness within the Kenyan educational system, considering the influence of Kenyan Sign Language (KSL) which has a different grammatical structure than English, remain unexamined.

Furthermore, this study goes beyond simply measuring outcomes by also exploring the challenges encountered by teachers in implementing these specific collaborative strategies. This dual focus on effectiveness and feasibility provides a more nuanced understanding of what works, for whom, and under what conditions within the Kenyan context. By investigating these strategies and the associated challenges, this research aims to generate context-specific recommendations for educators and policymakers, contributing directly to improving English composition instruction and academic outcomes for hearing-impaired learners in Kenya, moving beyond general observations of poor performance.

2.2 Group Teaching Strategy on Performance in English Composition Writing

Group work is an exercise involving students from a similar background. Etoboro and Fabinu (2018) defined group work as a practice where pupils work as a team on an assignment. The process is used in student evaluation and works as a teaching strategy. However, the researchers noted that group work presented a viable dilemma to teachers and pupils. For instance, when pupils come from distinctive cultures or from different courses, language barrier may affect its effectiveness. Moreover, Cui and Teo (2021) found out that group work presented other challenges, for example, issues consisting of free-riding, storytelling, language barriers, and regressive collaboration. To address storytelling in group work, Phillipson, and Wegerif (2020)

had earlier applied evaluation techniques to keep the groups engaged and recommended that teachers should address emotional relationships among group members simultaneously.

Erbas (2017) & Peng (2019) studies suggest that group teaching techniques are remarkably accurate in identifying and explaining problems which inexperienced pupils do not know or are no longer able to understand while at the same time discussing problems in a significant group. Usually, the conversation in a group is guided by the teacher with the formation of about (6-12 pupils) where the teacher acts as a “facilitator” (Aristizábal *et al.*, 2017). Pupils are considered experts in the subject because it is what they think, feel, or do. A review of significant studies in this area confirmed that dialogue guides, and checklists of topics covered in the expected order, are used to direct the dialogue (Erbas, 2017; Rezaei, 2018).

Sungmin and Ok-Ja (2014) compared a group strategy, and lecturing among elementary pupils in China. The scholars found out that group teaching flexibility allows pupils to examine and clarify implicit or uncertain meanings in learning composition writing. There is ample evidence supporting the aforementioned. Elsewhere, a study Bovill *et al.* (2016) on “*the effective group teaching* in U.S.A,” the study was conducted among elementary kids, and adopted experimental research design. The findings revealed that for effective group teaching to be achieved, the teacher needs to randomly release communication on any topic until it seems unproductive and return to it when something unusual happens. Nonetheless, Watson (2017) claims that it allows pupils to address substantive problems in their writing, reading skills and language nuances which teachers cannot predict during the learning

process. These claims contradict Bovill *et al.* (2016) finding in that it sought to establish which strategy can effectively be used to teach English composition writing. The research was administered to Standard Seven learners and the research design employed was quasi experimental research design. The research was conducted in Kenya to learners with hearing impairment.

Systematic review of prospective observational research indicate that focus groups have the opportunity for a group of more homogeneous people to inspire, support and build a mutual reflection on the topic (De Corte *et al.*, 2018; Aristizábal *et al.*, 2017; Saiyad *et al.*, 2018). They talk about topics using their general terms. Proving to be particularly sensitive to the topic and everyone else, the contributors encourage everyone to take the dialogue beyond rhetorical or familiar.

Erbas (2017) study offered an elaborate explanation of group teaching strategy. It was conducted among learners who had hearing impairment in middle school. The researcher employed exploratory research design in examining the effectiveness of group teaching. It also utilized pre-test, post-test quasi experimental research design. The researcher found out that group work displays a crucial fabric that cannot emerge in lecturing. The sentiments are further supported in recent studies. The studies concur that in group interaction, spontaneity, openness, and peer support are achieved. However, the problem could emerge due to descriptive intensity, disregard for adequate knowledge, and unanticipated communicate desires amongst those who are deaf and challenged to hearing (Saiyad *et al.*, 2018; Erbas, 2017). Moreover, there is a tension in the acceptability of group teaching, and scholars claim that it is time-consuming (Sungmin & Ok-Ja, 2014). Also, Adi *et al.* (2017) study findings reveal

several challenges that group teaching strategy face for example “understanding words from lip movements of students, making a difference of similar words in different contexts, giving examples, definitions, delivering materials related to prior knowledge of students and getting students' attention affect group teaching strategy. This study is contrary to Erbas (2017) in that it sought to establish which strategy can be used effectively to teach English composition writing to learners with hearing impairment. Erbas (2017) research was administered to middle school learners while that on the ground was administered to Standard Seven learners. It adopted an exploratory research design while that on the ground adopted quasi experimental and exploratory research design.

Several landmark studies observed the importance of collaborative and group learning (Adi *et al.*, 2017; Peng, 2019; Aristizábal *et al.*, 2017; Puranik, Patchan, Lemons, & Otaiba, 2017). In general, work to date in this area, supporters show some unique issues such as free riding and social loafing (Nisha & Chriso, 2020). In addition, such findings are also seen in a recent report in the literature. Nisha and Chriso (2020) argued that group learning does not always lead to retention of knowledge. Nonetheless, the impartiality and effectiveness of group assessments in institutions of higher have been discussed in the literature from various perspectives, from accounting and finance to the creative arts students (De Corte *et al.*, 2018).

Similarly, Adi, Unsiah, and Fadhilah (2017) collected data to understand the group and peer assessment mechanism and to measure and gather students' perceptions of fairness in the senior year group assessment context. Majority of the student 80% (56) reported that group work does not show fairness in assessment. They reported that

sometimes the teachers overlook social loafing and award higher grades to students who do not deserve it.

Watson (2017) argued that performing arts students, including theatre, dance, and film, understood the importance of group assessment. However, the scholar encouraged the instructors to do more to understand group dynamics. Teaching strategies are not static. Therefore, depending on the situation, teachers can employ a variety of teaching methodologies to obtain successful results (Cox and Dykes, 2018; Smith and Ramsey, 2014). For instance, both visual and non-visual methodologies should be used in teaching. Awori (2010) identified four modes of teaching English: keeping class journals, exchanging letters, cooperative teaching, and sharing journals. Awori study postulates that the earlier modes are more effective and fun for students if used more integrative. The scholar suggests group teaching as a means of employing the modes, suggesting it is more participatory and student-centered, giving students ability to master the language skills with the help of their peers.

Group teaching is among the numerous methods teachers use widely worldwide in education. In their study, Parr, and Limbrick (2010) “focus on the learning of an inscription in Anglophone Countries.” found that effective teacher spends a reasonable amount of time teaching a small group than standard teaching. The teacher also makes cautious use of monitoring and evaluation to fine-tune the composition writing of small groups in question. This strategy is rarely used in Kenya. The scholars also noted that the practice is not complete as it varies with the surrounding circumstances. Mercer and Littleton (2007), in their study “*Dialogue and the development of children's thinking*”, showed conclusively that children's learning

across the curriculum was promoted through the power of purposeful small group talk and discipline. In primary classrooms, they have shown that a talk that is focused can enable learners organize ideas, use language to think, and learn together and solve problems. In support of their conjecture, McMaster & Lynn (2016) and Chabari & Awori (2017) posit that theoretical foundations and philosophies are to the fact that teaching strategies to be effective, they should be made dialogic and interactive with the ability to expose the student to learning opportunity. It is the foundation of group teaching, where students dialogue with each other to obtain writing skills.

Awori (2010) study on “*Analysis of Strategies used in Teaching Adapted Physical Education to Learners with Physical Disabilities in Nyakach District, Kenya*”. The research was conducted among 6 school administrators, 39 teachers and 93 learners with physical disabilities. Data was collected through observation schedules while the research on the ground was conducted in Nairobi City County among standard seven learners with hearing impairment. Research respondents were: 3 Head teachers, 3 Teachers of English composition writing and 24 learners of Standard 7. The study revealed that group teaching is influenced by factors namely, learning environment and individual attributes. In the learning environment, adaptation of facilities and equipment, availability of resources and adequacy were identified as main vectors to teaching and learning strategy.

The research findings were that adapted physical education teachers used various methods in teaching composition writing. For example, “assessment, planning, task analysis, adaptations and modifications.” These strategies did not yield good result suggesting a learners-centered approach strategy could do better.

Also, Chabari and Awori (2017) conducted a study on “*Strategies Used in Teaching Written English Language to learners with Hearing Impairment: A case of Njia Special School in Meru County, Kenya.*” In the research, a descriptive survey design was adopted. The study sample were the school Head teacher, five teachers of English and eight learners with hearing impairment. The study findings revealed that when group teaching is effectively used, it enables the students to generate vocabulary and ideas necessary for organizing and composing points at the onset of their writing. Group teaching also allows sharing of ideas. More importantly, with the advancement of technology and electronics, brainstorming in groups has eased group teaching because students can use computers to share ideas across networks and eliminate social interaction dynamics which could interfere with the flow. However, this method has been observed to challenge learners who are weak in spelling. Also, the dynamic group challenges could hinder the learner's progress if the teachers or the instructors do not monitor them well (Chabari & Awori, 2017). The study used a descriptive survey research design whereas in the current research quasi experimental exploratory research design were adopted. It was conducted in Meru while that on the ground was conducted in Nairobi City County.

According to Zanten (2018), group work is promising and allows learners to exercise the principles, vocabularies and methods being taught. In a group, the learners who are shy can build self-confidence and participate in the process of learning. Group work has a peer-tutoring aspect and built-in self-check aspect. It creates a supportive atmosphere where errors in understanding are ironed out. Majority of studies on group teaching strategies were done in Anglophone countries, including the United Kingdom, while the primary research was conducted in Nairobi City County, Kenya.

The studies looked at general writing, while the primary study specifically focused on the selected teaching strategies for English composition writing.

In Zambia, a study by Kalima (2012) on the perception of factors contributing to the poor performances of Teachers and Pupils in composition writing among Grade Twelve examinations of French found French composition writing was taught using the discussion approach. Generally, a discussion-based approach is used to teach composition writing. Under this approach, teachers prepare topics which are familiar to students discuss together the selected topic. They note down points which enable them to write a composition. The researcher found that the oral discourse model of composition writing in class emphasizes the interconnection between the problem, the oral discussion, stimulus and the final composition writing (Alves et al., 2016). The stimulus may be a real object, a photo, live experience, student story, current event, and literature. Stimulus is the students' greatest need for oral or written composition. Moreover, stimulus is employed to stimulate the flow of discourse. Oral discourse is always deliberate and consultative. It does not occur in the traditional composition method. This phase describes the possible correlation between the, problem, the stimulus and oral language activity. The study was carried out in Zambia on Grade Twelve students and made use of questionnaires and test materials. As compared to that on the ground which was conducted among Standard 7 students with hearing impairment in Nairobi City County, Kenya.

Awori (2010) observes that in Kenya, sentence copying was at 20%, continuous writing 40% while teaching new vocabulary and using them in sentences was used at 40%. The strategies focus on solo learning explaining the poor composition writing

performance among learners with hearing impairment (Ferreiro, 2009). Moreover, the Awori study did not indicate whether the strategies were guided by the teacher or learner guided. In addition, the strategies did not yield good results as composition writing was poor in all upper elementary classes except for classes 7 and 8, which were able to write a fair composition. This implied that solo learning and teacher-center-method produce a poor result. The researcher also observed that lack of frequent writing of compositions contributes to poor performances, yet frequent writing could improve composition performances, especially when blended with a group teaching strategy. The study concludes that traditional writing strategies are the only strategies that teachers are aware of due to lack of proper training. The study holds the same notions as the one done in America which shows lack of knowledge as a contributory factor to the learners with hearing impairment's low performance (Cox & Dykes, 2018; Cui & Teo, 2021). Also, Cathwon (2011) partly blames poor teaching strategies, teaching philosophy, and presentation for low performances. The scholar advises that teachers need to combine both oral and sign language for effective results, but (Chabari & Awori, 2017) has dismissed this as putting the student into denial of being deaf.

Kemboi, Andiema, and M'mbone (2014), in their study' "*Challenges in teaching composition writing in secondary schools in Pokot, Kenya,*" established that teachers undergo several challenges in teaching English compositions. The study was investigated among learners in secondary schools and their teachers. It comprised 176 participants. Stratified random sampling technique was employed to select schools' categories whereas systematic random technique was used to choose from three students. Besides, it revealed that there are no effective teaching strategies in teaching

English compositions. However, this study aims at verifying this hypothesis among primary learners with hearing impairment. Also, in the research, a detailed analysis was conducted among 30 participants and was performed in primary schools/units of learners with hearing impairment. Quasi-experimental and exploratory research design were employed, and participants were Standard Seven learners in Nairobi City County. The research used: test tools, a document analysis guide, an interview guide, and questionnaires.

Nyang'au (2016) studied *“challenges students face in learning essay writing skills in the English language in secondary schools in Manga Sub County, Kenya.”* The study revealed that some teaching methods were used more frequently than others to teach English language, with group discussions forming one of the popular methods. In this study, descriptive survey research design was adopted. The population targeted was students and teachers of English in form three in the Manga District. Stratified and purposive sampling techniques were used to select the sample. Its respondents were 180 students and 10 teachers of English language while the current study involved 24 learners in Standard Seven, 3 teacher of English and 3 head teachers. It was conducted in Nairobi City County, Kenya.

Ogada (2012) revealed that some learners like working in groups 27 (42.19%) strongly agreed with the use of group work while 17 (27.87%) agreed. Binita (2012) too supports group work as a strategy of teaching English composition writing which teachers of learners with hearing impairment can use. However, they tend to avoid it. Therefore, lack of using group work teaching strategy contributes to the hurdles that learners with hearing impairment face in English composition writing. The group

teaching method has been discussed with several illustrations on reducing conflict and making it more effective in various steps.

Group instructions are regularly described as enabling students to operate collectively as a set or a team (De Corte *et al.*, 2018). It is vital to understand that handling group instruction among deaf learners is not always simply one activity but numerous activities with one-of-a-kind conditions (Adi *et al.*, 2017). It means that the groups may also exude traits, numerous instances for the duration of a set group's consultation. Knowing how the groups end inside the class task is vital, whether operating in a set or as a team.

From a collection group's perspective, there are approaches to discussing cooperation in group teaching strategies. For instance, team cooperation and collaboration (Nisha & Chriso, 2020). Moreover, in a situation wherein college students sit collectively in a group, operating on separate components of a collection task may affect group performance. It is not always unusual in an academic setting (Alves, *et al.*, 2016). However, it is not always vital to perform the group's task. As they give up on the task, the teachers collectively position their contributions into a joint product (Freedman, 2010). While no groups are obligatory whilst operating in a collection, teamwork mastering might also occur. However, the blessings in this situation impact social facilitation (Emre, 2015) and do not result from dynamics. In this situation, social facilitation alludes to the improved motivational impact that the presence of different learner has on other learners' performance.

An excellent location to begin class groups is at the beginning of the term (Sungmin & Ok-Ja, 2014). When growing the direction of a syllabus, the teacher can decide

what subjects to be discussed in the groups formed (Adi *et al.*, 2017). This time, teachers can consider how they may shape their groups, assist in negotiating the institution process, and determine a way to compare the result. Johnson, Johnson, and Smith (2012) suggest that institution responsibilities are necessary to the direct targets. The institution groups need this approach to supplement the studying targets mentioned inside the syllabus. If one of the studying targets is to sell vital questioning abilities or writing enhancement, then the institution groups need to aid those areas.

The dynamics of groups is a critical thing in group instruction and group formation. A slight variation of difference is regularly considered (Beebe & Masterson, 2016). Although group instruction has been advocated for, Phillipson and Wegerif (2020) note that groups are dyads and are not forwarded for deaf learners because they are not sharp enough to generate creativity and various ideas. However, the scholars recommend that teachers constitute a group of 4 or 5 against the recommended 8 pupils for effective comprehension (Bovill, *et al.*, 2016). Mahoney, (2019) indicates that 3 or 4 individuals are extra appropriate.

Larger groups lower every individual's possibility to participate and regularly affect a few individuals who are no longer actively contributing to the classification task. In conditions wherein there is a shorter quantity of time to finish a set task, consisting of an in-class collaborative getting-to-know exercise, it is recommended that smaller groups are extra appropriate. The shorter the time, the smaller the task ought to be (Adi, Unsiyah, & Fadhilah, 2017; Peng, 2019; Sungmin & Ok-Ja, 2014). Group work may be beneficial for massive classes.

Group assignment to pupils is critical to fulfilling their learning (Aristizábal, *et al.*, 2017). Some teachers favor randomly assigning students to groups. It can maximize the group's heterogeneity (Saiyad, *et al.*, 2018) and is a powerful way of assigning institution members in big classrooms. If the elegance length is small and the teacher is acquainted with the maximum pupils, the teacher can choose the group members based totally on recognized attributes of elegance. For example, the teacher can shape the groups even by taking to account overall performance levels, instructional strengths and weaknesses, ethnicity, and gender (Puranik, *et al.*, 2017). Additionally, a few teachers permit elegance and self-choose of their groups. However, this has a few disadvantages. Self-decided groups frequently gravitate towards friends and roommates (Puranik, Patchan, Lemons, & Otaiba, 2017). It can make the student self-segregate and spend more time socializing than operating on the class task (Phillipson & Wegerif, 2020). Research shows that groups assigned with the teacher's aide tend to do better than self-decided groups (Felder & Brent, 2011).

It is hard for instructors to lay out and enforce group instructions effectively. It is strenuous for learners to foster the institution process if they do not have the competencies to use groups effectively. Many pupils have labored in a collection or lack the competencies to group with others (Adi, Unsiyah, & Fadhilah, 2017). Teachers cannot expect learners to realize a way to group, shape time, or delegate tasks. There are numerous approaches to which teachers can assist the pupils with the task. First, the teachers must ensure that every learner is familiar with the mission. Learners must realize the course of the class assignment, the mastering objective, and the competencies that want to be advanced via study groups. Successful completion of group tasks is easy if the learners realize how the mission pertains to the route content

material and what the final product is meant to be (Davis, 2021). Second, the teacher who wishes to boost listening competencies and the right strategies to provide and acquire positive criticism may be mentioned in magnificence and modelled during class work. Some schools use diverse strategies geared toward assisting learners to gain competencies in working in groups ((Flo & Persall, 2009).

Third, the teacher desires to assist the pupils' control struggle and disagreements (Sungmin & Ok-Ja, 2014). The teacher must keep away from breaking apart the groups. When a set is not running correctly and collectively, the learners want to discover ways to talk efficiently and set up dreams for successful task completion (Davis, 2021). Monitoring the Group Process One approach to assist group teaching to be triumphant is to invite every learner to plan a course of action (Davis, 2021). The preferred course of action is assigning roles and obligations to group leaders or learners (Saiyad, Mishra, George, Rima, & Kaur, 2018). Each learner must have a role. The observer takes or organizes. He/she becomes the spokesperson. The trainer can evaluate group's written course of action or meet with every group personally and speak about their plan. Another approach is to display a set's development and to invite them to put up weekly development reports (Sungmin & Ok-Ja, 2014). These reports (or weekly assembly notes) must define what the groups mentioned, who attended the discussion and contribution, and the targets set for the following week (De Corte, Verschaffel, & Van De, 2018). In this manner, the teacher can display the development for the terms. Furthermore, verify the extent of involvement by every member. Some pupils lack motivation, robust leadership, or honestly have personal conflicts. Even though a set is falling apart, it is crucial to keep away from breaking apart the organization. Group dynamics of the unique could be affected if the

contributors are reassigned. However, the addition of contributors to different groups will disrupt their dynamics properly (Davis, 2021).

Also, matching groups' challenges to ability will assist separate the “loafers” from the bright pupils (Nisha and Chriso, 2020). Freeman and Greenacre (2011) advise that teachers must assist the learners in apprehending the advantages of running collectively as a set for the group task, which allows teachers to assist poor-performing learners who are struggling (Kodiango & Syomwene, 2016). Furthermore, the groups must be inspired to have assigned roles and obligations.

Freeman and Greenacre (2011) advise that teachers' interventions must be geared toward the detrimental group member, recognition at the conduct and not the person, and deal with the advantages of the group system for the classification task. Nisha and Chriso (2020) suggest designing the coursework in such a manner that the students' achievement is based on the group work. The trainer must help the group with growing approaches to address unproductive contributors and foster conversation skills. Evaluating a set is a challenging mission, and the trainer must clearly understand how he/she desires to compare the organization of groups. First, the trainer must determine what is being evaluated: the very last product, the system, or both.

Next, it is vital to determine who assigns the grade: the student, the trainer, or both. group members may assign every member of a set the equivalent grade, which can also sell disappointment if a few contributors make tremendous effort, time to the organization, and get the equivalent grade (De Corte *et al.*, 2018). Some teachers assign every student a grade, which can also add or will not foster opposition inside the group work and can undermine the group solidarity (Davis, 2021). If the group is

graded as a whole, it is far counselled that the undertaking or presentation must no longer rely upon more excellent than a small per cent of the student's final grade (Beebe & Masterson, 2016). If the evaluation is system-based, it is crucial to furnish the scholars with the possibility to assess the effectiveness of their groups. At the cease of the system, they must be capable of listing their contributions, their group member's contributions, and the system (Adi, Unsiyah, & Fadhilah, 2017). They must be capable of discovering the pupils that labored and those that did not. The pupils' evaluation lets the teacher assess the institution and observe the best techniques for the destined group task. In the evaluation factor, it is essential that the scholars realize and recognize how they may be evaluated (Aristizábal, Cano, Collazos, Solano, & Slegers, 2017). One approach to bringing these facts is based on a grading rubric (Le *et al.*, 2017). A rubric is a scoring device which lists the standards via way of means by which a paper or presentation could be graded. The rubric lists are no longer convenient to measure the standards via way of means by which the groups are judged. Parr and Limbrick (2010) recommend using rubrics since they bring expectancies to the learners, assist their conscious efforts, enhance pupil achievement, lessen grading time for the trainer, and enhance the effectiveness of feedback.

Vygotsky (1962) principles cited in Wilson *et al* 2011 of the regions of proximal improvement indicated that the teacher is answerable for structuring interactions among learners. Vygotsky (1962) defined the scaffolding concept, wherein the trainer facilitates setting up the context of the school room to enable learners interact and socialize with one another. Learners with hearing impairment can interact and communicate with their hearing peers while working in small groups.

2.3 Peer Assisted Learning Strategy (PALS) on Performance in English Composition Writing

Another teaching strategy employed in teaching composition is the peer-assisted teaching strategy (Freedman, 2010). It can be traced back to 1886 and is believed to have been developed by Delquadri *et al.* (2016). The experimental study by the proponent showed that paired students performed better compared with their counterparts who were not paired in reading, spelling, and mathematics. To advance this hypothesis (Fusch and Fusch, 2017), the scholars paired high-performing students with low-performing students. Their findings showed that language skills like paragraph shrinking, prediction relay, and reading relay significantly improved among students. They also used incentives like awarding points in the process. Scholars concluded that apart from performance, the PALs not only increased language skills but also promoted social acceptance among students living with learning disability.

Fuchs and Fuchs (2017) tested the results of Peer-Assisted Learning Strategies on (9-10 years) students at 12 different schools. The scholar divided the students into three groups, each with 22 students, and the students were paired as: high performing students with those low-performing students. The study revealed that students improved in their communication. Their improvement was manifested in the use of vocabulary and pronunciation. Moreover, students scored higher in writing, especially grammar and sentence flow. The strategy also proved to be engaging compared to traditional methods like lecturing and other teacher-centered methods. PALS has been digitalized to aid in teaching and software development has been observed to work among learners. Aristizábal *et al.* (2017) argue that the technique has been used in reinforcing text analysis, fluency, and comprehension analysis. The scholar points out

that in partner reading, students take turns in text analysis, retell, summaries passages, and predict what occurs next. These help learners with their writing skills and understanding of the language.

Etoboro and Fabinu (2018) elaborated on the process of PALS. First, the teacher must determine the students' capability before pairing them up. It helps to avoid large fulfillment discrepancy among the student in every pair (Watson, 2017; Wang, 2018). A passage is given to the pairs for analyzing and they then take turns being the teacher and the reader for specific task (Fuchs & Fuchs 2017). In the second step, the teachers systematically put students together for the task or assignment after the demonstration (McMaster & Lynn, 2016). The demonstration enables learners to know their expectations. The learners are then, step by step, included in their roles while the teacher moves around observing the development and offering feedback (Watson, 2017).

After the learners have been well educated in the system and positioned into twos, the teacher assigns each pair considering one among competing groups to create an incentive for his or her work (Jumba, 2016). Pairs are awarded marks on successful completion of passages analysis and demonstrating the right training behaviors. The teacher slashes consecutively numbered rating cards every moment the reader is awarded marks through answering questions correctly or analyzing sentences. The last rating is the closing range: this is slashed. The instructor additionally walks across the study room and awards factors for appropriate training behavior, making each teacher and reader responsible for their factors. In the two sets, opposition among the 2 groups and cooperation among the peer learners is needed. The roles of the two sets

are modified every after 4 weeks to offer the learners a lot of exposure (Fusch & Fusch, 2017).

A study conducted by Cox and Dykes (2018) on “*Effective Classroom Adaptations for Students with Visual Impairments*” shows evidence of PALS in the classroom. The found out that the successful implementation of PALS is effective in talent identification among students with visual impairment. This study confirms Fuchs and Fuchs (2017), whose experiments showed that paired students on PALS stepped forward on all 3 analyzing dimensions: fluency, accuracy, and comprehension. These results became regular among pupils who were average performers, low-performers, and those with disabilities; that is, all pupils improved. Also, beyond the development of analyzing talents inside the fashionable population, it changed into additionally located to be decisive for bilingual Hispanic youth inside grade one (Cathwon, 2015).

Colcord et al. (2019) study assessed the success of PALS in 78 grade one students, from a New Mexico border town in which 32 Non-Hispanic whereas 68% Hispanic. All the Hispanic students in the given had a look from homes that made use of English as well as Spanish. Pre-take and post-take-a-look methods were used in the study. The researchers administered 3 Dynamic subtests. This included the subsets of Early literacy skills indicators (DIBELS)-, Nonsense Word Fluency (NWF), Phoneme Segmentation Fluency (PSF) and Oral Reading Fluency (ORF), which measured fluency in reading. The procedure was conducted in every classroom for 30 to 35 minutes, 3 times a week for 20 weeks (60 classes total). The instructor was aided with hearing devices. The manipulated group performed better than their counterpart. Moreover, the students improved in performance when the same test was

administered. The students showed improvement in prediction relay and sentence construction. The scholars observed that the PALS is affected by the time duration. This study is contrary to Colcord *et al.* (2019) in that it was conducted in Kenya, Nairobi City County and was administered to Standard Seven learners. It employed quasi-experimental and exploratory research design and was conducted amongst learners with hearing impairment.

Watson (2017) concurs with the results, and his study confirmed that there is a widespread impact between time and situation. In his experimental study, he observed that situations like social, economic status and time spent by the learners on task impacted the students' overall performance. It further showed that systematically implementing peer teaching strategies improved academic involvement. The strategy increased students' maintenance, acquisition, and generalization of skills across various learning areas. Etoboro and Fabinu (2018) add that it is an innovative strategy in classes for learners with hearing impairment.

Puranik *et al.* (2017) set out that teaching that focused on letter writing concentrated on formation and fluency, while teaching focused on spelling biased towards teaching the sound of letters correspondence to spell decodable words and identification and spelling practice for the perceived words. Findings showed that statistically there exists a significant difference between the peer-assisted learner group and control learners on the alphabet fluency and essay measures of post-test. Thus, the preliminary results indicate that PALS strategy assisted students, on average, to improve their foundation writing abilities. The study was conducted among students without hearing loss while the principal one was conducted among learners with hearing loss.

Additional empirical evidence by Wokadala, Guloba and Bategeka (2010) cited by Kagoda (2016) shows that PALS has proven to boost English comprehension in English Language Learners (ELL) among college students with mastering disability and those without mastering disabilities. The study was conducted among 9 Spanish-speaking ELL college students. The participants were in 6th grade while that on the ground involves Standard Seven learners with hearing impairment. The study was amongst college students while the primary one was amongst primary learners. The experiment involved students with a mastering disability, 3 high-achieving (HA), 3 average-achieving (AA) and 3 low-achieving, while that on the ground involved all the Standard Seven learners with hearing. The instructors of those classes were assigned randomly to the PALS organization. The management organization for a period of 15 weeks while instructors of the study at hand were purposefully assigned. Results confirmed that out of 10 questions, learners could construct about 2 distinct passages, indicating an interplay impact of remedy in PALS.

Also, PALS had excessive delight rankings with each college student and instructor (Aristizábal *et al.*, 2017). Smith and Ramsey's (2004) cited by Khan (2021) study showed that PALS help pupils achieve an average mean if rated above on a scale of one to five. Five displaying extreme delight in enhancing ordinary achievement are social talents, the contribution of incentives (awarding points), analyzing self-confidence, and partnering to analyze achievement. Scholars have confirmed similar results (Annette, 2011; Erbas, 2017; Phillipson & Wegerif, 2020). Teachers rated PALS distinctly in the regions of the development of student analyzing talents, the willingness of the trainer to take part in PALS again and actively get involved in their mastering (Cathwon, 2011).

Friend and Cook (2007) warn that communication challenges exist despite teachers' and pupils' active involvement in PALS. Challenges arise when the teacher cannot use sign language effectively. To address the challenges Colcord, Zucker, and Barnett, (2019) advise teachers to allocate more time for PALS and be aided by an interpreter. In support of their postulation, McMaster, and Lynn (2016) add that teachers need more time to conduct PALS as it requires extra preparation (Fuchs *et al.*, 2015). The scholars encourage teachers to conduct a one-day workshop for the learners to prepare them before being paired up on the task.

Flo and Persall (2017) argue that since PALS seems to be an extra effective strategy for more coaching and analyzing talents than trainer-led training, teachers should strive to find specific traits of PALS which contribute to its effectiveness, as in comparison to usual other teaching strategies. The scholars further illustrate that PALS software enhances learners with hearing impaired participation. It contains more good publicity for analyzing incentives, understandable phrases and instant corrective feedback, in which all show association with analyzing achievement (Flo and Persall, 2009). Harmer (2007) explains that when using PALS software, teachers need to analyze the complexity of the traits. It is because PALS provides publicity to each input and output, as it calls for the student to spend more time analyzing aloud and attractive in communication approximating the text. According to the concept, mastering language-associated talents depends on the number of possibilities one is enabled to acquire comprehensible input, negotiate the means of language through feedback and adjust output, (Heisler & Thousand, 2021).

Several scholars argue that during whole-magnificence training, many possibilities are allocated for pupils to acquire comprehensible input by permitting them to listen to facts stated by the teacher or fellow pupils. It allows them to critically examine the assignment (Gamal & Mustafa, 2017). However, Mzizi (2014) postulates that PALS is better than lecture methods or teaching strategies that are led by the teacher because PALS is very interactive. Offering a number of possibilities makes students courageous and hear the teacher demonstrations. However, the reader engages in analyzing herself or himself and is enabled to locate and correct mistakes made by their fellow students. The negotiation involves the teacher and reader speaking the correct answer (Donahue, 2015). Secondly, PALS additionally exceeds the usual trainer-led training via means of improving the quantity of input. It is considered “understandable,” as it presents individualized prompts (Fuchs *et al.*, 2015).

Mahoney (2019) criticizes the teacher-centred teaching strategy. The scholar explains that teacher-led training might not be helpful when used to teach learners with hearing impairment. Teachers are not capable of offering the quantity of extensive one-on-one training. It is essential to relieve problems for suffering learners (Ullah, Tabassum and Kaleem, 2018). However, PALS includes one-on-one time for the duration of the whole process, permitting pupils with analysing-associated problems to get hold of a person to assist. The whole-institution training could also disregard Kalima’s (2012) concurrence to the above elucidation. The scholars explain that although PALS and teacher-led training pay attention to comprehension and fluency in the early grades, they use distinctive techniques. For example, PALS works best with children since it focuses on improving fluency and comprehension (Aristizábal *et al.*, 2017; Mzizi, 2014).

Etoboro and Fabinu (2018) made a similar observation. The scholar observed that teacher-led teaching among elementary pupils did not yield better results as teachers could not give each pupil enough attention. However, when PALS was implemented, pupils could learn more new words and improve in fluency and comprehension. The better result could be explained based on Jumba (2016) sentiment. PALS uses a technique of on-the-spot corrective comments for comprehension and fluency mistakes, which causes much less mistake-making in verbal tests, whilst pupils are conscious to accept on-the-spot corrective comments (Mahoney, 2019). Wiseman (2018) states that PALS is different from joint teacher-led training in that it calls for the pair to preserve song of factors which can cause reward.

The use of rewards for boosting cooperation and knowledge lasts long and has been assessed to be influential in numerous studies (Awori, 2010; Aristizábal, Cano, Collazos, Solano and Slegers, 2017; Capps *et al.*, 2015). Providing incentives for students adequately analyzing and correctly implementing this system will increase their enthusiasm for excessive-quality performance. Further, maintaining song of factors might also function as an individual-tracking method, which has additionally been proven to beautify educational fulfillment in quite a few sectors (Ferreiro, 2009; Jumba, 2016; Ishaka *et al.*, 2014). The empirical evidence shows that PALS application affords teaching techniques and practices that are high and past what joint teacher-led training cannot offer. It promotes talents, individualized training, on-the-spot corrective comments, and rewards to facilitate incentives, in which all have been proven to beautify fulfillment (National Centre for Education Statistics (NCES), 2004; (Golfshen, 2005). Thus, given PALS' fulfillment in enhancing analyzing talents and the studies aid it has assessed, it became proposed that PALS can be used to

enhance talents in ELL Hispanic students due to their disability in learning. (Puranik C. S., Patchan, Lemons, & Otaiba, 2017), It helps them to reduce failure during their early years in education (Ullah, Tabassum, & Kaleem, 2018).

From a cognitive perspective, Graham, and Saddler (2016) explain that the early levels of writing and coaching transcription talents are critical. Thus, the PALS can be used to train pupils in handwriting and spelling. Transcription talents of spelling and handwriting for 25 % of the variance in composition quality and 66 % of the variance in composition fluency (Graham & Saddler, 2016).

Alves *et al.* (2016) conducted a study on “*The impact of promoting transcription on early text production: Effects on bursts and pauses, levels of written language, and writing performance,*” which were randomly assigned to grade 2 learners to a keyboard learning and handwriting lesson using PALS showed that a learner who was paired outperformed better than a learner who was working solo. Moreover, the paired learners wrote longer and higher memories than their counterparts working as individuals. More importantly, they were more fluent in numerous languages: sub-words, words, and sentences. The significance of transcription talents was mentioned as early as kindergarten. Al Otaiba and Puranik (2012) observed that even after controlling critical demographic variables, kindergartners’ spelling and handwriting anticipated their overall writing prompt performance. Before kids come up with text, they want to be fluent in lower-order transcription talents. The study was assigned randomly to 2nd grade learners while that on the ground was assigned to Standard Seven learners with hearing impairment. The research was concerned with handwriting and keyboard while the primary one was concerned with composition writing.

The above elucidation draws much from the socio-cultural concept suggesting that PALS draws its notions from socio-cultural theories (Annette, 2011). Furthermore, writing is a social movement style that allows pupils to study by interplay with more outstanding informed others (Vygotsky, 1978). In PALS, the instructions continually start with the instructor, “the informed other,” “modelling the instructions and the remarks process” (Capps *et al.*, 2015). Hence, PAL as a teaching strategy focuses on how writing improvement is prompted via the contextual and social interactions which arise in classroom settings. It consists of interplay among pupils and between pupils and instructor, which leads to recall peer-assisted gaining knowledge of techniques such as “how “to solve complex writing tasks.

In PALS, learning occurs during interactions between pupils and teacher and among pupils appearing as teachers and writers. The number one empirical motive for growing an intervention targeted at peer interplay is the robust proof base assisting Peer-Assisted Learning Strategies (PALS) advanced via Fuchs, (Fuchs & Fuchs, 2005). PALS changed based on the foundational concepts of Class Wide Peer Tutoring (CWPT) (Le, Wubbel, & Janssen, 2017). CWPT involves active training engagement, pairing pupils to groups collectively on a training series geared towards improving studying or mathematics talents. PALS have been proven potent in enhancing pupil effects in studying and mathematics problem solving (Fuchs & Fuchs, 2005).

Further, enhancements had been verified throughout diverse capacity stages of the learner that is, excessive, average and low readers, throughout differing sorts of schools that is, Title I, non-Title I, and throughout grade level that is, kindergarten to

tertiary (Sungmin & Ok-Ja, 2014). In addition to the documented proof of PALS, the empirical evidence indicates that pupils learn how to write by watching their peers and imitating the moves of adults. The studies conjecture that their engagement will increase and their interest is continued while running with peers. Their motivation and amusement in writing will increase while sharing their write ups with peers (Ngozi and Akudolu, 2015; *et al.* 2019; Etoboro and Fabinu, 2018). The power of peer involvement is visible in coaching and gaining knowledge of possibility for all the learners involved, in which students are regarded as individuals inside the coaching and gaining knowledge of the process (Ferreiro, 2009; Freedman, 2010; Alves *et al.*, 2016).

One of the desires of PALS is to grow a peer-assisted intervention which capitalizes on the strengths of CWPT and PALS but makes a specialty of the underemphasized but essential early writing talents of elementary learners. The precise goals of the strategy are: (1) to illustrate the feasibility of enforcing the deliberate additives with learners; (2) to decide whether or not the strategy intervention might display promise for growing writing performance for the learners through study assistants in a pull-out small institution layout and (3) to decide whether or not the strategy intervention targeted on writing might bring about enhancements in studying for learners (Aristizábal *et al.*, 2017). If the PALS organize to meet the above goals, its effectiveness will manifest in students' excellent performance.

Teachers have predominantly carried out previous studies with a selected hobby in PAL. Although the findings from this must look at meditating the ones within the literature, the mission supplied a unique attitude in that the research changed into

conducted via means of learners (Jumba, 2016). According to Ishaka *et al.* (2014), PALS is like student-led recognition corporations and has proved to yield a similar result if used effectively. The scholars argue that the dialogue between peers can inspire mentees and mentors to be more fantastic and open than they might be with a teacher.

However, the scholar's postulate that despite the effectiveness of PALs, it estimated that where PALs are used, about 20% of low-achieving learners fail to make progress. About 50% with disability do not show progress. Although PALs are beneficial to both students living with disability and those without disabilities, researchers added that it is not clear why PALs are ineffective. Instead, they suggested that lack of research on the components needed to be included in improving the strategy makes it hard for teachers and instructors to utilize it to benefit learners fully. Chabari and Awori (2017) accept that language acquisition among learners with hearing impairment depends on the environment, suggesting that this is likely to affect PALs. Chabari and Awori (2017) and McMaster and Lynn (2016) support that strategies used to teach English to learners with hearing impairment are not beneficial to all learners. Therefore, teachers are advised to explore various components of PALs.

A study conducted by Saenz and Fuchs (2017) on "*Peer-Assisted Learning Strategies for English Language Learners Having Learning Disabilities in Spanish*". The target population was 132 native Spanish-speaking English language learners (ELL) in Grades 3 through 6 and 12 reading teachers. The aim was to determine if the PALS program would increase reading comprehension. The teacher paired students with each other thrice a week for 15 weeks. Results indicated that the peer-assisted groups

achieved increased understanding. The study was conducted among grade 3 through grade 6 with their 12 teachers, whereas the study on the ground was conducted among Standard Seven, specifically on learners with hearing impairment. However, this study was limited to the effects of teaching strategies on English composition writing among standard seven learners with hearing impairment.

In a Scottish study, children just starting school at five, wrote significantly better when they talked through the writing process with a twelve-year-old who had struggled in the early years of learning to write (Nisha & Chriso, 2020). Peers can assist deliver features of effective instruction (such as modelling, multiple practice opportunities, and immediate and corrective feedback) to those who are in need of the most robust instructional support (Yonge, 2013). Following the teacher's initial instruction, peer tutoring provides learners with chances to practice concepts and skills with the added advantage of structured feedback.

Peers working as coaches can also improve academic engagement levels by helping those who are mentoring stay alert for long period of time when working on academic tasks (Nisha & Chriso, 2020). Finally, peers naturally feel free working with each other in class, reducing the possible stigma associated with ongoing para-educator or other adult support. Also, Etoboro and Fabinu's (2018) study showed that students subjected to PALs perform better than those not subjected to the strategy to mean that if the PALs are used over traditional methods like lecturing, it enhances performance. The scholar explains that PALs give room to express themselves in a way that they understand better and foster a collaborative atmosphere that allows the student to be creative while understanding the structure of the language.

McMaster and Lynn (2016), in the US, elementary pupils are expected to master the art of reading and to write in their third grade, and teachers are accountable for this. The teacher must find effective ways to instill language skills in children. The scholar's postulate that students fail exams because of instructors' inability to employ the correct strategies in teaching. The plight is attributed to insufficient training on pedagogical approaches like peer-assisted learning. In their extensive literature review, they observe that researchers across the US have documented evidence-based benefits of PALs. It improves the reading ability of both the learners living with disability and those without disabilities due to its interactive nature and participatory approach.

It has also been shown that peer tutoring is a productive process which can be applied to improve results for various groups of students within secondary school settings (Graham & Saddler, 2016). Friend and Cook (2007) examined the effect of Peer-Assisted Learning Strategies (PALS) and a curriculum-based measurement (CBM) system. On pre-post-standardized measures of initial mathematics ability that require computation, the PALS and CBM treatment students demonstrated moderate effects ($ES = 0.40$) compared with the control group on the Math Operations Test-Revised. Wexler et al. (2013) concluded that peer tutoring is a potentially an effective practice to produce improved outcomes for diverse learners. Okilwa and Shelby (2010) synthesized the academic effects of peer tutoring with secondary students and concluded positive effects in settings that are special and general education, basic skills in numerous academic subject matter areas, disability and test types (standard or researcher designed). Peer tutoring is also essential to the tutor in which learning promotes teaching. Kihingi (2014) carried out an evaluation study and concluded that

peer tutoring raised learners interest to learn. This was supported by Embleton, et al. (2014), who opined that peer tutoring had the potential of being the most intellectually stimulating experience a student would ever have in their professional career. They found that peer tutoring assisted students to achieve higher scores on high-order conceptual understanding measures than those who learned the material just for studying purposes.

In Nigeria, a study by Tella (2013) on “*The effect of peer tutoring and explicit instructional strategies on primary school pupils learning outcomes in mathematics,*” revealed that there was an important effect of peer tutoring on achievement in mathematics and attitude towards the subject. The study further revealed that students exposed to peer tutoring achieved significantly better than their counterparts in the control groups. A total of 170 pupils from Standard 5 were sampled through a simple random technique from 8 schools, while the study on the ground involved Standard 7 learners with hearing impairment in Nairobi County, Kenya. The study employed a pre-test, post-test control group quasi-experimental research design, while the current study employed the quasi-experimental and exploratory research design with a study sample of 30 participants from Standard Seven in 3 schools/units of learners with hearing impairment. This study purposed to explore effective teaching strategies used in composition writing.

Ogada *et al.* (2012) study explored the “*composition teaching strategies to learners with hearing impairment in Nyanza' Kenya.*” They revealed several strategies teachers in Nyanza have employed to instill skills of composition writing among learners with hearing impairment. Also, Nyang'au (2016) supports their study that

most teachers, 7(70%), rarely use peer teaching strategy to teach writing skills. With a population of 61 pupils and four teachers, a descriptive survey revealed that peer teaching is hardly used to impart skills in composition writing among learners with HI. Whereas the primary study had a population of 3 head teachers, 3 teachers and 24 learners and adopted quasi experimental and exploratory research design and was conducted in Nairobi City County.

2.4 Effect of Co-Teaching Strategy on Composition Writing Performance

Thousand, Villa, and Nevin (2004) describe “co-teaching” as, two teachers who share a teaching platform for students in a similar classroom. Co-teaching is achieved in varied ways, based on educators and schools (Leppo, Cawthon, & Bond, 2013). It is primarily based on encouraging learners to improve their language and develop content for a sustainable and exciting learning experience (Gina, 2019).

Albahusain (2022) found out that Co-teaching at elementary level contributes to better performance. In an interview, one of the teachers surveyed and was responsible for pull-out English as a Second Language (ESL) teacher for five years in a foundation school confessed that switching to co-teaching gave the best results. The respondent explained, “When teachers work together and combine their efforts, every learner improves.” Other improvement noticed include better outcomes for learners learning, full participation for all learners in the classroom, and improved feelings of self-efficacy for the teachers since it fosters collaboration (Albahusain, 2022).

Heisler and Thousand (2021) endorse that co-coaching take is collaborative. The scholars describe the technique as a unique teaching strategy which inspires learning among learners with disabilities. Murawski (2012) defined co-teaching as

“substantively different” from a solo-taught elegance with remote services. In early 2016, co-coaching became significant in teaching students in special and regular schools as a way of mainstreaming (Stortenbecker, 2021).

Bovill *et al.* (2016) postulate that the co-teaching approach is drawn from necessity and philosophy of learning. Scholars recommend that educators employ the strategy in assisting learners living with disability as it effectively gives excellent results (Albahusain, 2022; Gina, 2019). Co-teaching is polemic in teaching learners with hearing and those without hearing with evidence emerging from its effectiveness in enhancing student learning capability (Erbas, 2017). However, the challenge with co-teaching is that a partnership with unique teaching skills and content material may overshadow the other instructor. It prevents collective popular teaching among them. The solution to this can be combining learners with hearing impairments with those without (Friend & Cook, 2007). However, the study does not explain how this could aid in reconciling the gap in teachers' skills. To better understand how the co-teaching strategy works, one must first understand its origin.

Cooperative coaching, group coaching, and co-coaching suggest similar inclusion, coaching fashions. In all the strategies, both instructors are expected to put together their private skills to provide instructions to pupils and college learners with and without disabilities (Magiera, Smith, Zigmond & Gebauer, 2005). These approaches improved the results for pupils and college students in language subjects and other subjects (Stortenbecker, 2021). Besides ensuring that learners with disabilities get hold of essential changes in the instruction's personality, they are also guided by using content material from experts or teachers to enable the learners to get their desired outcome (Murawski, 2012).

Albahusain (2022) is driven by the philosophy that meeting all pupils' desires involves a supportive coaching rapport between the co-teachers and pupils and is core to using the strategy. A research by Aristizábal *et al.* (2017) on co-teaching among Learners with Hearing Impairment LHI in Grade 3, found that troubles for instructors are clustered around the three most important areas when using co-teaching strategy: the character of collaboration, roles and responsibilities, and results. However, this was not inclusive of all the models of co-teaching. The study was carried out amongst Grade 3 pupils while the primary one was carried out amongst Standard Seven learners with hearing impairment.

According to Dieker and Murawski (2012), there are 5 versions of the co-coaching approach: the first is lead and support. The strategy entails one teacher directing and teaching the pupils while the co-teacher gives valuable resources to facilitate the learning process. The second is station teaching. This approach divides pupils into blended companies and groups at study room stations with different teachers. The third, parallel teaching, involves teachers collectively teaching the students in turns. However, every teacher might also give tests and awards to the pupils. The fourth is an alternative method of co-teaching whereby one teacher teaches a small group of pupils. The teacher teaches and re-teaches, or improves pupil's understanding of the subject matter, whereas the extra teacher educates the larger group. Finally, team teaching both divides the making plans and guidance of pupils similarly in a coordinated fashion (Dieker & Murawski, 2012).

Ramly (2021) investigated "*Co-Teaching Approaches: Hearing Impaired Students in Mainstream Class.*" The scholar identified that a type of co-coaching tactics had been

applied in rural teaching websites. The study revealed that co-teaching had a distinct stage. It was done over one year, during which teaching strategy was under observation. All the pupils' instructors taking part in the rural teaching adopted the One Teaching/One Assisting version during their teaching. The learners' teacher and the assisting teacher led the sessions' teaching. The teaching was organized in such a way that the assisting teacher and the principal teacher mutually deliberated on the subject's instructions. They divided topics among themselves based on their favorite topics. The result was excellent, and the strategy addressed the problem of the same instructor's fame because each instructor took an active role in the academic presentation. The study was done within one year while this study was carried out within 3 months.

Leppo, Cawthon, and Bond (2013) support the above postulation. The scholar states that the co-teaching strategy enables the children to get the best experience. It is because each teacher is unique and has peculiar characteristics in teaching. Besides, there is a division of roles which makes the work easy. For instance, Muller, Friend, and Hurley-Chamberlain (2009) observed a co-teaching experience among kindergarten teachers, where the assisting teacher supplied textbooks for collection and the primary teacher helped with the collection of meals for the children. The assistance was well coordinated so that they could finish the syllabus early enough and do revision, which was observed to enhance pupils' understanding of the subject as lessons were repeated.

Bovill *et al.* (2016) investigated the co-teaching alternative approach. The study was conducted among 130 college students. They administered experimental research

design to establish the effectiveness of co-teaching alternative approach where a few students were assembled for the test after going through the training with the co-teaching alternative approach. The study showed that the strategy brings out maximum teaching skills among teachers as they take turns in teaching. Besides, it proved a powerful technique for college students, enhancing class participation. Ngozi and Akudolu (2015) used a similar approach for deaf pupils. The scholars observed that the strategy enabled the teachers to do pre-coaching, re-coaching, and making visual-image changes for the deaf or learners with difficulty in hearing. It enhanced students' mastering skills and content processing demand, enabling them to have extra time for leisure.

In Friend and Cook (2017) techniques, various factors should be considered before using the co-teaching strategy. One of the fundamentals of co-teaching is a feeling of acceptance among the teachers themselves to enable smooth collaboration. Many a times, co-teaching has been seen as an expert unison in that the traits that construct a hit merge are just like the tendencies that make a successful co-teaching partnership (Cathwon, 2011; Muller *et al.*, 2009). In Bovill *et al.* (2016) study, the research was conducted amongst college students while the current one was conducted amongst learners with hearing impairment in primary schools. It involved 24 learners. The study administered quasi experimental and exploratory research design while that of Bovill *et al.* (2016) used an experimental research design. Bovill *et al.* (2016) study investigated the co-teaching alternative teaching approach while that on the ground investigated effective teaching strategy for composition writing among Standard Seven learners.

In getting equipped for co-teaching, the group sought to speak their philosophy and ideals on schooling. It helps in understanding what is to take place in the study room, what exercises are to be done, and how they will handle the subject. Furthermore, when they discover time to put them together correctly, how they will address the improved noise degree, how to provide every additional feedback, what are every different puppy peeve in educators, and how they will clear up conflicts (Smith and Ramsey, 2004). Conflict can arise among teachers during co-teaching, the student teacher and institution teacher.

Bovill *et al.* (2016) explain that institutional policy can affect co-teaching effectiveness. For instance, they are incorporating new applications into a faculty, making the adjustment that sought to make changes in faculty. The action may influence the teacher's attitudes and cooperation with the co-teacher and, in turn, influence how teaching is done. In addition, it was observed that bringing a new teacher may influence a learner's academic performance if the initial teacher is friendly. It takes time for pupils to become fond of the new teacher (Albahusain, 2022).

Freedman (2010) elucidates that the study room instructor is a primary participant in the transition. There is a need to ensure a smooth transition where the old teacher orient the new to help adjust to the system. Aristizábal *et al.* (2017) observe that there have been disagreement outcomes pertaining the effectiveness of co-teaching. The disagreement is because of insufficient researches in the area. The evaluation of the previous research to the additional current research pondered no distinction among the fashions with admiration to instructional achievement. Only current research on co-

teaching exists (Murawski and Swanson, 2011). However, the studies showed that the approach could be a successful strategy for learners without hearing impairment (Dieker and Murawski, 2012; Ishaka *et al.*, 2014). It requires the teachers to be highly skilled in teaching for quality results. For instance, the high-quality consequence of co-teaching is the smooth co-ordination of all co-teachers to coordinate the teaching well, hence mastering all the instructional content (Cui & Teo, 2021). The skill had improved pupils' and college students' essential questioning talents (Davis, 2019).

In classrooms that are co-taught, newcomers are granted top-notch training with suitable resorts from the point of view of a teacher (Albahusain, 2022). Heisler and Thousand (2021) state that teachers handling learners with disability have circumvented the co-teaching approach. The scholar notes that it is never appreciated by the learners living with disability. In addition, the scholar argues that co-teaching is good for youngsters who do not meet the standards for special schooling but have mastering capabilities. All pupils take advantage of instructors in the school room and the extraordinary talents that every educator passes over, be it specialized in mastering strategies and methods or content material (Ferreiro, 2009).

Co-teaching complements various teaching strategies which can assist learners living with disabilities. It improves their classroom engagement and overall performance (Albahusain, 2022). In addition, partners produce a unique learning experience due to shared dedication, which reduces instructor isolation and uncertainty, enhancing learning and effectiveness (Peng, 2019). The strategy advocates elucidate that there is task satisfaction among teachers, school morale, and empowerment commonly felt by the teachers who teach using the strategy (Stortenbecker, 2021; Bovill *et al.*, 2016;

Heisler Thousand, 2021). Freedman (2010) observed that the benefit is that it inspires the teacher to give their best and boost the best in their training. The studies have supported the adulation prompting more studies to be done.

In New Jersey, Ramly (2021) conducted a large-scale survey of college districts. Data collected found out that teachers hooked up: (a) co-teaching becomes a valued teaching method with shared benefits, (b) co-teachers have installation and maintain specific duties, (c) teachers' education must consist of co-teaching talents, and several of the college-primarily based helps getting used and have been now no longer as beneficial as anticipated. Rice and Zigmond (2022) *Co-Teaching in Middle School Classrooms Under Routine Conditions in Australia and North America*. The researcher used time sampling methods. While the current study used purposive sampling method. The American and Australian teachers cited similar ideals linked to the fee of college-extensive recognition, the advantages of co-teaching, the need for expert and private compatibility and the placement of unique schooling educators. This study took place in Kenya whereas that of Zigmond (2022) was carried out in North America amongst middle school classrooms.

Several teaching instructors disclosed that they had become more reflective in their teaching patterns due to co-teaching with their interns (Rice and Zigmond, 2022). An experienced teacher with more extraordinary experience consented that she no longer anticipates co-teaching to modify her firmly hooked-up teaching style. However, she expressed that she felt greater in modelling training to consist of unique wishes of students (Rice & Zigmond, 2015). But there have been some opposing studies. For example, Villa and Nevin (2004) observe that partners cooperate in a way that makes

it hard for them to plan together. In the study, the teacher explains that putting together one lesson with numerous specific plans for pupils of divergent fulfillment and ranges in an available class is tough. Other cooperating teachers supported the sentiments that making plans sometimes becomes insufficient and that it becomes difficult for an intern to put together targeted training for a content material issue wherein she had no longer been schooled (Annette, 2011).

Koroluk (2017) states that several cooperating teachers stated that it becomes tough for their college students to modify to the presence of authority figures in simultaneous classroom management. This shared management regularly resulted in the college students “gambling one instructor in opposition to the other,” whereas a few college students have been distracted by the presence of instructors. Overall, the perceptions expressed by cooperating instructors monitor that co-teaching with a scholar intern becomes a high-quality level.

Dieker and Murawski (2012) explain that the harmful factors disposed of in the interviews replicate regions of challenge formerly discovered in the literature on co-teaching. The outcomes of the interviews advocate that as a more variety of everyday educators interact in co-teaching with learners with hearing impairment, more specifically in rural settings, their teaching skills and their reflections on their teaching could be enriched. One cooperating teacher advised, “Four heads and arms are better than one.”

Co-teaching has been confined to observations, survey research, case research and reviews done by teachers concerned (Dieker, 2016). The National Study of Inclusive Education (Ramly, 2021) confirmed that the exercise of inclusion is spreading in

schools with the adoption of co-teaching. One could assume volumes of the best research on inclusion methods, including co-teaching. However, best-posted studies are yet to be heard. “Comprehensive application opinions of inclusion are rare. Only scholars with disabilities are evaluated regularly (National Study of Inclusive Education, 1994).

Aristizábal *et al.*, (2017) argue that co-teaching no longer provides the same balance and safety as self-contained classrooms particularly for pupils with disabilities. Erbas (2017) surveyed pupils within the 5th and 6th grades, measuring the extent of consolation scholars observe in co-teaching. The researcher compared this to that in a classroom that was self-contained. The research changed primarily based on writing instructions which took place forty minutes per day for 3 consecutive days. The findings showed that they faced a few problems with new teachers. However, they nonetheless benefited from the new teachers.

Most of the studies on co-teaching have been anecdotal. Example, Albahusain (2022) led a co-teaching study at Midwest United States (US), the study was conducted over a period of three-year in elementary school. It analyzed teachers' viewpoints on co-teaching and its effect on English language as a Second Language (ESL) students improved in reading. Results show that instructors found this a positive approach to teaching and ESL learners` continued to improve with co-teaching in the classroom.

Chabari (2017) observed several teaching strategies in the study, *Strategies Used in Teaching Written English Language to learners with Hearing Impairment in Meru County, Kenya*. However, teachers lacked superior knowledge of a co-teaching process that would improve writing among learners facing the challenge of hearing.

The research was conducted among instructors of English, learners with hearing impairment, and the school head teacher, totaling to 14 participants. Meru was determined as the best locality for surveying, while that on the ground was done in Nairobi City County and targeted 30 participants. This research concentrated on co-teaching as a strategy and other two selected teaching strategies, namely group and peer teaching strategies.

2.5 Challenges Faced by Teachers in Implementing Teaching Strategies

Sign language competency poses a challenge when implementing group teaching strategies. Gamu (2021) found in their study titled “Assessing Practice and Challenges of Group Work in English Speaking Classroom in Dawro Zone in Ethiopia: In the Case of Dali Secondary School” that instructors' proficiency in sign language significantly influenced their ability to effectively communicate and facilitate learning for learners with hearing impairments. Insufficient fluency in sign language can hinder learners' comprehension and engagement during group activities, discussions, and instructions, affecting their performance in English composition writing. This challenge becomes particularly evident in group teaching strategies that heavily rely on visual communication and collaboration among students. The study was administered in Ethiopia in a secondary institution. Descriptive research design was employed. The students involved were grade 9 and 10 and those who responded were 223 in total.

To understand root causes of sign language competency challenges within the context of group teaching strategies, it is essential to consider the contributing factors. In addition to the study by Gamu (2021), other studies provide further insights into this

issue. Johan (2021) discuss the shortage of certified sign language teachers in their study “Teachers’ perceived challenges in group work assessment,” highlighting how this scarcity can result in teachers with insufficient sign language proficiency being responsible for educating learners with hearing impairments. The limited availability of qualified sign language instructors hampers the development of effective sign language communication skills among learners and teachers, impacting their ability to engage in group teaching strategies (Andiema, 2016; Kodiango & Syomwene, 2016).

Another challenge is the lack of standardized sign language curricula and training programs for teachers. Beebe and Masterson (2016) note in their study titled “*Communicating in Small Groups: Principles and Practices*” that there is a dearth of standardized training programs which specifically focus on equipping teachers with the required sign language skills for effective communication and facilitating learning in the classroom. The absence of standardized curricula and training impedes teachers' acquisition of the required sign language competency, affecting their ability to implement group teaching strategies effectively (Mcgrath, 2013).

Furthermore, sign languages' complexity and uniqueness compared to spoken languages present challenges for teachers. (Vinogradova, 2022) discuss in their study “The role of language experience in neural reorganization and functional connectivity in deaf individuals” how sign languages possess distinct grammatical structures and linguistic features that differ from spoken languages. Teachers lacking adequate sign language training may struggle to understand and convey these unique linguistic features to learners, thereby affecting their comprehension and performance in English composition writing (Andiema, 2016).

Another criticism pertains to the assumption put forward by Rasenberg *et al.* (2022) that group teaching strategies heavily rely on visual communication. Yonge (2013) argues that while visual communication is vital for learners without hearing, it is essential to recognize the diversity of strategies and approaches that can be employed within group teaching. For instance, collaborative writing activities, peer feedback, and explicit instruction on written language conventions can supplement visual communication and enhance learners' performance in English composition writing.

The challenges associated with sign language competency in the framework of group teaching methods for learners with hearing impairment can be because of factors such as a shortage of competent instructors, lack of standardized curricula and training programs, and the complexity of sign languages. These challenges can impact student performance in English composition writing (Cupples, *et al.*, 2014). However, it is essential to consider alternative perspectives and criticisms, acknowledging the multifaceted nature of language development and the potential for diverse teaching strategies to support students' writing skills (Andiema, 2016).

Root causes of sign language competency challenges in the framework of group teaching strategies for learners with hearing impairment can be attributed to various factors. Darden (2014) emphasized the importance of special training for teachers teaching learners with hearing impairment. The research established that instructors who received specialized training in sign language and deaf education were more effective in facilitating communication and supporting student learning compared to those without such training. Tanuwijaya Nyilo, Prajitno and Etika (2020) argued that factors such as the interpreter's skill, the classroom environment, and collaboration

between teachers and interpreters also significantly impact learners' outcomes suggesting that work environment is also detrimental. Therefore, sign language competency alone may not be the sole factor influencing learners' performance. Baines *et al.* (2022) highlighted the effects of limited exposure to sign language on students' proficiency. Children who had early and consistent exposure to sign language demonstrated better language and communication skills (Samoei, Adoyo, & Kochung, 2020).

Chitiyo (2017) suggested a balanced approach that incorporates both written/spoken and sign language to provide students with diverse linguistic resources for effective composition writing. Darden (2014) pointed out that communication barriers can lead to reduced engagement, limited participation, and decreased motivation among students. However, Lersilp *et al.* (2018) discovered that providing learners with appropriate assistive devices, visual aids, and inclusive classroom environments can mitigate the impact of communication barriers, fostering active engagement and improving student performance in various academic tasks, including writing composition.

Examining the underlying elements that lead to teachers' motivation challenges in the context of group teaching strategies for learners with hearing impairment provides valuable insights into the factors impacting student performance in English composition writing (Gamu, 2021). Additional literature further supports these claims and offers more understanding of the underlying factors (Zanten, 2018). However, it is important to consider the perspectives of critics as well. Group teaching strategies often involve collaborative activities and group discussions, which can make it

challenging for teachers to assess and provide individualized feedback on learners' compositions. Zanten (2018) found out that timely and specific feedback is crucial for improving students' writing skills. When teachers are unable to closely monitor and evaluate individual learners' work, their ability to provide targeted feedback and address specific writing needs may be compromised, affecting learner performance in English composition writing.

Critics argue that while individualized feedback is important, group teaching strategies can offer valuable opportunities for peer learning and collaboration (Beebe & Masterson, 2016; Wokadala *et al.*, 2010). Group activities promote social interaction, critical thinking, and peer support, which can positively impact learner motivation and learning outcomes (Xu, 2018).

Therefore, critics contend that teachers' motivation should not solely rely on individual learner's work but should also consider the benefits of collaborative learning in group teaching strategies. Teachers may find it challenging to have a clear and comprehensive understanding of each learner's progress and growth in writing composition. This limited visibility can impact teachers' motivation as they may not have a true picture of the impact of their instruction on individual learner development. Vinogradova, (2022) highlighted the importance of teacher awareness of individual students' progress for effective writing instruction. Without sufficient visibility, teachers may struggle to tailor their instruction to meet individual learners' specific needs, potentially hindering their performance.

Critics argue that a focus on individual progress may overshadow the benefits of group interaction and peer learning (Cupples, *et al.*, 2014). Group teaching strategies

provide avenue for learners to get involved in collaborative writing activities, receive peer feedback, and learn from each other's strengths (Cupples, *et al.*, 2014). Critics contend that while individual progress is important, valuing the collective growth and learning within the group can also enhance student motivation and performance.

Teaching strategies such as group teaching strategies, PALS, and Co-Teaching require additional coordination, planning, and management, which can lead to increased workload and time constraints for teachers. Friend and Cook (2007) warn that communication challenges exist despite teachers' and pupils' active involvement in PALS. Challenges arise when the teacher cannot use sign language. When a teacher is not able to sign effectively when demonstrating and giving instructions, PALS becomes a challenge for teaching because learners will not do the expected. These challenges are addressed by Colcord, Zucker, and Barnett (2019) study which advises teachers to allocate more time for PALS and be aided by an interpreter. McMaster and Lynn (2016) add that teachers need more time to conduct PALS as it requires extra preparation (Fuchs *et al.*, 2015). The scholars encourage instructors to carry out a one-day workshop for the learners to prepare them before being paired up on the task.

Although PALs are beneficial to both learners living with disability and those without disabilities, researchers added that it is not clear why PALs are ineffective. Chabari and Awori (2017) and McMaster and Lynn (2016) confirm that strategies administered when teaching English composition writing to learners with hearing impairment are not beneficial to all learners. Therefore, teachers are advised to explore various components of PALs to make them effective.

Friend and Cook (2007) observed that teachers who engage in co-teaching strategies often face challenges related to time management and balancing the requirements of diverse learners. These time constraints can affect the amount of attention and support teachers are able to dedicate to individual learner's compositions, potentially impacting learners' performance. The other challenge with co-teaching is that a partnership with unique teaching skills and content material may overshadow the other instructor. It prevents collective popular teaching among them. According to Friend and Cook (2007), this problem can be addressed by combining with and without hearing.

A research by Aristizábal *et al.* (2017) on co-teaching among LHI in lower primary school grade 3 pupils, found that troubles for instructors are clustered around the three most important areas when using co-teaching strategy: roles and responsibilities, results and the character of collaboration. Motivation in the collaborative process itself and the positive outcomes of inclusive co-teaching is a challenge. Conflict can arise among teachers during co-teaching, the student teacher and institution teacher (Smith and Ramsey, 2004). Aristizábal *et al.* (2017) observe that there have been disagreement outcomes regarding the effectiveness of co-teaching. It requires the instructors to be well versed with skills in teaching for quality results if not it is bound to fail.

2.6 Research Gaps

Table 2.1: Table of knowledge gap

No	Author	Title of the Study	Key findings	Knowledge Gaps
Group teaching strategy	<i>Aristizabal, et al. (2017).</i>	<i>Collaborative learning as an educational strategy for deaf children: A systematic literature review. In ACM International Conference Proceeding Series (Vol. Part F131194)</i> https://doi.org/10.1145/3123818.3123830	Group teaching strategy and learning adopt myriad technologies in education of deaf children. It brings positive outcomes like improving the knowledge in sign language, communication, and literacy.	The research was a systematic review with no peculiar location of the study and the findings were based on generalization. The study was more centered in collaborative learning strategy with limited focus on group teaching as a strategy
	<i>Adi et al.. (2017)</i>	<i>Teaching special students: English lessons for deaf students in Indonesian special junior high schools. International Journal of Education and Research, 5(12), 121-136.</i>	The research revealed group teaching strategies face many hiccups such as understanding words from students' lip movements, giving definitions and examples, getting students' attention, differentiating similar words in different contexts, and delivering materials related to students' prior knowledge	The study focused on junior secondary students.

Peer Teaching strategies	<i>(Chabari & Awori (2017)</i>	<i>Strategies Used in Teaching Written English Language to learners with Hearing Impairment: A case of Njia Special School in Meru County, Kenya.</i>	The findings revealed that when group teaching is effectively used, it enables the students to generate vocabulary and ideas necessary for organizing and composing ideas at the onset of their writing. Group teaching also allows sharing of ideas. It was established that teachers lacked knowledge of strategies and formulas that could be used to effect writing among learners with hearing impairment. Instead, they used new vocabulary to teach and form sentences. They also used to copy sentences and continuous writing which was not done regularly	.
	<i>Tella (2013)</i>	<i>The effect of peer tutoring and explicit instructional strategies on primary school pupils learning outcomes in mathematics</i>	The research found out that there was a significant effect of peer tutoring on teaching Mathematics and changing the attitude of learners towards Mathematics. The study revealed that learners who learned using peer tutoring achieved significantly better results than their colleagues who were not exposed to peer tutoring.	The study relied more on secondary data. In making such conclusion empirical evidence is significant.

Co-teaching strategy	Ramly, A. A. (2021).	<i>Co-teaching approaches: hearing impaired students in mainstream class</i>	Data discovered that educators hooked up: (a) co-teaching becomes a treasured instructional association with shared benefits, (b) collaboration teaching has installation and maintain particular duties, (c) educator education must consist of co-teaching talents, and (d) several of the college-primarily based helps getting used and have been now no longer as beneficial as anticipated.	The study does not suggest better ways to enhance co-teaching strategies
	<i>Bovill et al. (2016)</i>	<i>The co-teaching alternative teaching approach</i>	The study showed that the strategy brings out maximum teaching skills among teachers as they take turns teaching. Besides, it proved a powerful technique for college students, enhancing class participation	The gap in this research is, it does not answer whether co-teaching is teacher or learner centered

This study seeks to fill existing gaps by providing empirical evidence on how selected teaching strategies specifically group teaching, peer teaching, and co-teaching affect English composition writing performance among learners with hearing impairment in standard seven in a defined local context. While Aristizabal *et al.* (2017) highlighted the benefits of collaborative learning for deaf learners, their systematic review lacked geographical specificity and focused narrowly on collaborative learning with minimal attention to group teaching. Similarly, Adi *et al.* (2017) revealed practical challenges in implementing group strategies in Indonesian junior schools but did not explore primary-level learners or provide localized insights.

Chabari and Awori (2017) examined group teaching in Meru County but noted that teachers lacked methodological knowledge and relied on rudimentary approaches, pointing to a need for more structured strategies. On peer teaching, Tella (2013) found that peer tutoring improves learning outcomes in mathematics, but his reliance on secondary data and focus on numeracy leaves a gap in understanding its application in composition writing. Additionally, studies on co-teaching such as those by Ramly (2021) and Bovill *et al.* (2016) emphasize its structural and instructional benefits but fell short of examining its learner-centeredness or adaptation in primary schools for learners who are deaf. This study addressed the gaps by evaluating how the three teaching strategies affect English composition writing outcomes among learners with hearing impairment in Nairobi City County, thereby contributing contextualized, practical insights for inclusive English language instruction.

2.7 Summary of the Literature Review

Children with hearing impairment encounter academic performance difficulties, especially in English composition writing, due to incorrect teaching strategies adopted by special educators (Chabari & Awori, 2017; Adi, Unsiyah, & Fadhilah, 2017). The researcher reviewed studies on the learner's performance with hearing impairment in composition writing (Aristizabal *et al.*, 2017; Bovill *et al.*, 2016; Ramly, 2021). The researcher, too, reviewed studies on the effect of group teaching strategy, peer-assisted learning strategy and co-teaching strategy and challenges facing teachers while administering the three teaching strategies.

The previous literature presented several types of research on instructional strategies and challenges facing English composition writing (Adi *et al.*, 2017; Aristizabal *et al.*, 2017). The studies were carried out on paper, connecting writing to spoken language comprehension. Some investigations were conducted in primary schools while others were conducted in secondary schools. Some were administered in private schools, others in public schools. The researchers targeted students and their teachers, and the preponderance of studies was descriptive survey research designs. The studies that focused on group, peer-assisted, and co-teaching teaching strategies, were often used in general as teaching strategies and not specifically for teaching composition to learners with hearing impairment (Bovill *et al.*, 2016; Ramly, 2021).

Most studies were limited to strategies for teaching composition writing to learners without hearing impairment. Most researchers used observation and questionnaires to gather data, and studies revealed that teachers lacked good knowledge of teaching English composition writing (Adi *et al.*, 2017; Chabari & Awori, 2017). The

strategies used were inappropriate in solving the plight of learners with hearing impairment in composition writing.

Hence, this analysis seeks to establish group effect, peer-assisted, and co-teaching strategies on English composition writing performance. The research was carried out among standard seven learners with hearing impairment in the public units/schools in Nairobi City County. The researcher employed quasi-experimental and exploratory research design. Test tools, questionnaires, document analysis, and interview schedules were utilized in collecting data. In the research, teachers highlighted challenges in providing individualized attention, managing diverse learners' abilities, ensuring effective communication, coordinating with co-teachers, managing time and workload, maintaining learners' engagement, balancing individual and group needs, adapting instructional materials, providing timely feedback, and encouraging peer collaboration, particularly in circumstances of working with learners with hearing impairment (Ramly, 2021; Bovill *et al.*, 2016).

More emphasis was put on the benefits of creating an inclusive and supportive learning settings to address the challenges and enhance learners' learning outcomes. The challenges related to teachers' motivation in the context of group teaching strategies can be affected by factors such as lack of individual assessment and feedback, time constraints, and limited visibility of individual progress (Aristizabal *et al.*, 2017). The supporting literature provides evidence for these challenges, while critics emphasize the benefits of collaborative learning, proper time management, and valuing group dynamics (Tella, 2013; Bovill *et al.*, 2016). Striking a balance between individualized instruction and the advantages of collaborative group teaching

strategies for learners with hearing impairment is crucial.

This research directly addresses the identified gaps by empirically investigating the effectiveness of group teaching, peer-assisted learning, and co-teaching strategies on the performance of English composition writing of learners with hearing impairment in standard seven in Nairobi City County. It moves beyond general observations of poor performance by specifically examining the collaborative pedagogical approaches within the Kenyan context. Furthermore, the research explores the challenges faced by teachers in implementing these strategies, giving valuable understandings into the practical aspects of their application concentrating on a specific population of learners and context, and by investigating both effectiveness and implementation challenges, this study aims to generate context-specific, evidence-based recommendations that can inform educational practices and policies in Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The Chapter presents the study design, variables, locale of the study, target population, sampling techniques and sample size, research instruments, pilot study, reliability and validity, data collection procedures, data analysis, logistical and ethical considerations.

3.2 Research Design

The research employed a mixed approach, adopting quasi-experimental research design and exploratory research design. The design allowed the researcher to measure the dependent variable before and after introducing the treatment (Prince, Jhangiani and Chiang, 2015). The difference between the scores indicated the change after treatment. The researcher administered quasi-experimental design utilizing both pre-tests and post tests to find out the change. According to Krishnan (2022), the method has the privilege of allowing the researcher to evaluate the scores of the dependent variable before and after intervention without engaging a control group.

The design was relevant because it allowed the investigator to measure learners' performance in English composition writing before treatment and then compared the differences after treatment. In addition, exploratory research was adopted for qualitative data, this was to explore on the challenges associated with selected teaching strategies. The researcher administered a pre-test for a period of one month with the regular teachers. The researcher then requested teachers to use the selected teaching strategies under her observation. This allowed the researcher to assemble

data before treatment and after treatment. After introducing the three teaching strategies, the researcher requested teachers to carry out pre-test and post-test to the selected sample to assess if the intervention had resulted to improved educational outcome among the learners. This was done under the researcher's observation.

The design allowed the investigator to acquire information concerning the status of the existing instructing strategies concerning learners' performances, especially by analyzing the current systems concerning English composition writing. The researcher found the design most applicable as it was applied to the whole class of learners without dividing them into two groups as this would have made the controlled group lag behind while teaching the experiment group which is unethical. The researcher used quasi experimental design to enable her to evaluate the treatment effectiveness.

The quasi-experimental design was justified as it allowed for the measurement of English composition performance before and after the administration of the teaching strategy interventions without the ethical concern of withholding treatment from a control group within existing classroom settings. Utilizing pre-tests and post-tests enabled the researcher to assess changes in performance attributable to the interventions within the natural learning environment of the participating classes of learners with hearing impairment. The researcher employed exploratory research design to explore the challenges associated with selected teaching strategies.

3.2.1 Research Variables

In the research, the variable which was independent was operationalized into four distinct categories: group teaching, peer-assisted teaching, and co-teaching and challenges facing teachers when administering the three teaching strategies. The

variable that was dependent measured the English composition writing performance among Standard Seven learners with hearing impairment. The researcher followed the designed marking scheme with a checklist of the areas that are always tested in the national examinations, namely: relevance, vocabulary, creativity and grammar. Furthermore, several intervening variables were considered, including teaching and learning resources, sign language competency, composition writing practices, and motivation levels of learners and teachers.

3.3 Location of the Study

This study was conducted in the primary units of learners with hearing impairment codes as follows: Blue, Red and Yellow in the City of Nairobi. Nairobi is the capital city of Kenya with a population of 4,397,073 according to the 2019 census. The city houses most of the best performing schools in the Country, both private, public primary and secondary schools. The city is the home of the giant public and private Colleges and Universities. Nairobi is found in the South-Central region of the country in the highlands, at the height of about 5,500 feet (1,680 meters). It is found 300 miles (480 km) Northwest of Mombasa which is the principal port of Kenya on the Indian Ocean. The choice of this County was due to its metropolitan nature and since it is the capital city of the Republic of Kenya.

There is a likelihood of having some of the best teaching and learning facilities and resources from donors. Hence it had a high turn up in enrolment of learners and teaching staff which motivated the researcher to select it. The County has most of the units for learners with hearing impairment and are within reach. The units have enough teaching resources and are easily accessible. Also, the learners had been

exposed to national examinations for at least five years. The schools had the most experienced teachers in dealing with learners with hearing impairment. Since the schools are in the heart of the city, they are assumed to receive more grants from well-wishers.

3.4 Target Population

Taherdoost (2016), define target population as a group of elements, which the researcher puts interest in, and the research findings generalized. In the study, learners with Hearing Impairment, their teachers and head teachers in HI schools in Nairobi were targeted. The target population for this study consisted of 96 respondents from schools/units for learners with hearing impairment in Nairobi City County. This population was divided into three key groups: head teachers, teachers teaching composition writing, and standard Seven learners with hearing impairment.

Table 3.1: Sample Frame for standard seven target population

School Code	Ward	Sub county	Total number of learners per school			Teachers			Head teachers		
			M	F	Total	M	F	Total	M	F	Total
Pink	Kahawa	Kasarani	2	3	5	1	1	2	1	0	1
Green	Kayole	Embakasi	3	3	6	1	1	2	1	0	1
Yellow	Pangani	Starehe	3	5	8	1	3	4	0	1	1
Purple	Buruburu	Makadara	4	3	7	1	1	2	1	0	1
Blue	Parklands	Westlands	5	7	12	1	4	5	0	1	1
White	Dandora	Njiru	3	4	7	1	1	2	0	1	1
Grey	Uthiru	Dagoretti	8	5	13	1	1	2	1	0	1
Red	Riruta	Dagoretti	1	5	6	1	4	5	1	0	1
Total			29	35	64	8	16	24	5	3	8

(Source: Researcher, 2021)

Head teachers were targeted from the selected primary schools which were coded (red, blue, pink, green, yellow, purple, white and grey) due to their role in resource allocation and supervision of academic activities. There were 8 head teachers, 5

females and 3 males. Teachers specializing in composition writing were included for their direct instructional experience and insights into teaching methodologies. The teachers were chosen based on their unique position to offer academic instructions and conduct lessons in composition writing. Therefore, they were considered best placed to outline the teaching strategies employed in composition writing. This group comprised 24 teachers, with 16 females and 8 males.

The standard Seven learners with hearing impairment were the primary focus, as they are the recipients of the educational interventions. They were selected because they were the direct consumers of the knowledge to be delivered. At this level, they were expected to be fully prepared for national examinations. They had acquired enough vocabulary. They were assumed to be creative and could construct relevant sentences. They had also stayed in school long enough to be able to analyze their performances as to whether they were performing well or below average. Also, the standard Seven learners were not candidates preparing for national examinations. Thus, they were a little bit free to engage in the research. This group consisted of 64 learners, with 35 males and 29 females. Their perspectives on the effectiveness of teaching strategies and their experiences with learning English composition were central to the research.

In summary, the total target population of 96 respondents included 5 female and 3 male head teachers, 16 female and 8 male teachers, and 35 males and 29 females standard Seven learners with hearing impairment. The selection of these participants aimed to gather diverse perspectives from the administrative, instructional, and student levels within the specialized educational setting for learners with hearing impairment in Nairobi.

3.5 Sampling Technique and Sample Size

3.5.1 Sampling Techniques

The sampling techniques employed was purposive sampling technique which was administered to sample schools and respondents, respectively. The respondents were seen to possess essential information that the investigator felt represented the total population (Githinji, 2007). Three schools were purposively sampled because they had complete classes namely class1-8 and had presented learners for KCPE examination for at least 5 years. A period of 5 years was selected since the researcher believed such a school could have experienced teachers in preparing learners for composition writing for KCPE in examinable areas namely relevance, vocabulary, creativity, and grammar. Another criterion for inclusion was that the schools should at least have 5 pupils in a class and a teacher qualified to teach English composition. Since the study required learners to be taught composition writing using selected strategies of teaching, the teacher of English was core to help conduct it. The researcher opted for purposive sampling both for head teachers and teachers since they were believed to carry crucial information for the study. The learners in the selected schools were few especially Standard Seven learners. Hence the researcher included all of them in the research.

The sampled population was 96 respondents, a sample size of 32 respondents were chosen to take part in the study. The sample size was taken from 3 schools that met the criteria set by the researcher. All the heads heading the three sampled schools/units were selected. Given a limited number of respondents, the researcher chose to include all teachers responsible for teaching English composition in Standard Seven from each school, totaling to three teachers. To obtain the sample size, all 26

standard seven learners in three schools were purposely sampled.

3.5.2 Sample Size

Table 3.2: Sample size

School	H/T	Trs	Learners	Sample technique	T/sample
Red	1	1	6	Purposive	8
Blue	1	1	12	Purposive	14
Yellow	1	1	8	Purposive	9
Total	3	3	26		32

Source: Interview with Head teachers (2022)

Out of 96 participants, the researcher only sampled 32 participants who were purposely selected.

3.6 Research Instruments

The researcher employed the following research instruments: written tests from past Kenya National Examinations Council (KNEC) papers, questionnaires, an interview guide, analysis of the document, and participant observations. Written tests for learners helped the researcher evaluate the effectiveness of the previous and current teaching strategies. Questionnaires for learners and teachers were used to save time and uphold confidentiality. Document analysis assisted the researcher in understanding the previous performances of learners and whether learners were exposed to writing regularly. An interview guide for the head teachers was conducted. It gave an opportunity for probing, and the information gathered was dependable, since triangulation of instruments helped to collect reliable results. Simultaneously, participant observations helped the respondents to familiarize with the researcher making them respond to questions at hand comfortably. It also created rapport between the learners and the researcher.

The researcher selected a topic from the past KCPE papers that was used during piloting and gave the learners to write before intervention. The researcher together with regular teachers marked and recorded the scores in guideline with the parameters used for grading in KCPE as follows Relevance - 20, Vocabulary - 10, Creativity -5, Grammar -5 totalling to 40 marks. The researcher together with regular teachers administered the selected teaching strategies one by one for three consecutive weeks using sign systems namely: Signed English, Sign Exact English, Sign Supported English and Finger Spelling.

The researcher with the help of regular teachers taught using group, peer, and co-teaching strategies, by grouping learners with similar learning abilities and teaching them composition writing and giving them a task to discuss in groups and write findings as a group. Regular teachers paired learners in the presence of the researcher and they both administered peer teaching, where by paired learners worked on various activities in composition writing. They were given a topic well familiar with one learner assisting the other understand reasonably.

Lastly the researcher coordinated and worked co-actively with the regular teacher in teaching and marking composition writing where the regular teacher was to give the topic under discussion explain what was expected of learners as the co-teacher gives out necessary resources for learning, controlled the class by making sure all learners were attentive. The co-teacher participated in the marking of the learners' books and correcting spellings tenses, punctuations and assisting in handwriting specifically letter shaping. The researcher then carried out post-tests after every three weeks of teaching using a given strategy, following a designed marking scheme. The researcher

made a comparison between the score and the baseline score to evaluate the impact of the selected instructing methods on the English composition performance.

The researcher with the assistance of the regular teacher administered the questionnaire to learners. The regular teachers simplified the concepts in the questionnaire to the level and understanding of learners, they acted as interpreters. After that the researcher gave questionnaires to teachers and requested them to fill. The time regular teachers were filling the questionnaires, the researcher was busy analyzing documents which included, the learners register, learner's composition exercise books, lesson plans and schemes of work for teachers. The researcher then proceeded to the head teachers with the interview guides and interviewed them.

3.6.1 Pretest and Post-Test

The researcher with the input of the regular teacher, gave learners a written composition test before intervention. The test was selected from the past Standard Seven examination papers (KCPE). This was done to establish the learners' areas of weakness before introducing the remedy. Their validity and reliability were tested and ascertained in measuring the art of writing compositions by the researcher and other teachers of English. The teachers of English, heading the department validated the instruments administered to learners. The researcher with other teachers in English department followed the designed marking scheme with a checklist of the areas that are always tested in the national examinations, namely: relevance, vocabulary, creativity, and grammar. The written tests were done to establish the current performance in composition writing.

3.6.2 Questionnaire for Learners

Appendix II on page 193 was used to administer questionnaires for learners. The questionnaires were grouped into 5 parts. Part I gathered demographic data, part II collected data on Standard Seven learners' on-going performance in composition writing, and part III gathered data on the effect of the group teaching strategies on the performance of English composition writing. Part IV collected data on the effect of peer-assisted teaching strategy on performance of composition writing. Part V further gathered data on the impact of co-teaching strategies on composition writing skills among learners with hearing impairment in Nairobi City County.

3.6.3 Questionnaire for Teachers

Appendix III on page 197 was used to administer the questionnaire for teachers. It contained both open and closed ended questions. The questionnaire had 6 parts. Part I aimed to collect demographic information of teachers while part II aimed at gathering information on the previous performances of Standard Seven learners in composition writing. Section III gathered data on teacher preparations and group teaching strategy for English composition writing. Part IV collected data on teacher preparation and peer-assisted strategy used in teaching English composition writing. Part V gathered data on teacher preparation and the influence of co-teaching strategy on English composition writing performance. While part VI explored challenges faced by teachers teaching composition writing while teaching using group peer and co-teaching strategies.

3.6.4 Document Analysis Guide

Document analysis guide was to ascertain the existence of documents on results in English composition writing. The records analyzed were syllabus, lesson preparation and schemes of work for teachers, learning/teaching resources, and learners' composition books. The documents assisted the researcher to understand the previous performance of composition writing, the learners' highest and lowest scores, the number of compositions learners wrote per week, and the time allocated for the exercise.

3.6.5 Interview Guide for the Head Teachers

The research instruments included an interview guide for the head teachers in Appendix IV page 204. Structured interviews were carried out. The interview schedule questions were open-ended to give opportunity for probing. Open ended questions gave the head teachers a broader perspective of providing information. Head teachers were always busy and could not find time to complete questionnaires. Due to their busy nature of work, the researcher used the structured interview to save time since they were to answer only what they had been asked. The guide used was to find information on professional qualification and area of specialization, teacher population and learner enrolment, source of learning and teaching material, challenges faced, and how they cope with the challenges and lastly, teacher supervision and learners' exercise books inspection.

3.6.6 Observation Guide

The researcher used both non-participant and participant observation approach as shown in Appendix V on page 205. In the participant observation, the researcher

participated in the co-teaching by controlling the class, marking of the exercise books, and giving feedback. The researcher too, monitored learners' responses to the selected teaching strategy and how they carried out assigned roles in groups and peer tutoring exercises. In the non-participant observation approach the researcher observed actual composition writing lessons and filling the observation checklists for seven sessions. The checklists were marked after an interval of 10 minutes during the research.

3.7 Pilot Study

A pilot test was conducted to establish if the instrument could produce the desired results. The researcher used test re-test technique in which she administered a test on composition writing to standard seven learners with hearing impairment at Dagorreti Special unit in Nairobi City County. After two weeks, the researcher went back to the same unit and re-tested the learners by giving the same topic to the same learners under same condition for the second time to write. The researcher then correlated the scores from both tests by comparing the consistence of the two results given at two-week interval. Spearman Brown formula was used to calculate reliability using two sets of item scores. The selection of the pilot site was based on the fact that the unit had many learners who are deaf and hard-of-hearing. The unit is well established in learning and teaching resources. The respondent in this study comprised one head teacher, one standard seven teacher teaching composition writing and 10 learners. The researcher was able to find out the viability of the study that had been proposed and to do error detection in the data collection tools through pilot study. The study ascertained the validity and reliability of instruments, enabling the correction of identified errors with the assistance of the supervisor.

3.7.1 Validity of Instruments

Trustworthiness and accuracy of the outcomes was ensured by taking rigorous measures to ascertain the validity of each research instrument employed in the study. Content validity for the questionnaires was determined through a multi-stage process. Initially, the questionnaire items were developed based on a thorough review of relevant literature on effective teaching strategies for learners with hearing impairment in English composition. These initial items were then subjected to expert review by experienced teachers of English composition who had specific knowledge in handling learners with hearing impairment. These teachers critically examined the clarity, relevance, and comprehensiveness of the questions, providing feedback on potential ambiguities, omissions, and areas for improvement.

Based on their feedback, modifications, including rewarding, additions, and deletions of items, were made to enhance the instrument's content relevance. Subsequently, the revised questionnaire was reviewed by the research supervisors and a resource person in special education. Their input further refined the instrument, ensuring alignment with the research theoretical framework and objectives. The final version of the questionnaire was deemed to possess strong content validity, as it adequately covered the key aspects related to the teaching strategies under investigation and difficulties encountered by teachers.

The validity of the written tests designed to test the performance of English composition writing of standard Seven learners with hearing impairment was primarily addressed through construct and content validity. Content validity was guaranteed by aligning the test topics and prompts with the standard Seven English

language curriculum and the specific learning objectives related to composition writing. Experienced teachers of English for the hearing impaired were consulted to ensure the appropriateness of the test content and its relevance to the learners' abilities and curriculum. Construct validity, which refers to the extent to which the test measures the intended construct (English composition skills), was addressed by focusing on key elements of effective writing, such as organization, grammar, vocabulary, and coherence. The test was designed to elicit responses that would demonstrate these underlying skills. Furthermore, a pilot test was carried out with a small group of learners with similar characteristics to the study participants to identify any potential difficulties with the test instructions, time allocation, or the clarity of the prompts. Feedback from the pilot test was used to make necessary adjustments to the final version of the written tests.

The interview guide, used for collecting data from head teachers and teachers, underwent a process to ensure content and face validity. Content validity was achieved by developing interview questions that directly addressed questions of the research related to teaching strategies implementation, perceived effectiveness, and associated challenges. The formulation of questions was based on the review of related literature and the objectives of the research. Face validity, which refers to whether the interview questions measure what they purposed to measure, was assessed by having experienced educators and the research supervisors review the interview guide for clarity, relevance, and appropriateness for the target respondents. Their feedback led to refinements in the phrasing and sequencing of questions to ensure they were easily understood and elicited the desired information.

The observation schedule, used to document classroom interactions and the implementation of the selected teaching strategies, focused on ensuring construct validity. The categories and indicators within the observation schedule were directly linked to the operationalization of group teaching, peer teaching, and co-teaching strategies as defined in the literature. Clear and specific observable behaviors were identified for each strategy to ensure that the observations accurately captured their implementation. Experienced educators reviewed the observation schedule to ensure that the indicators were relevant and observable in a classroom setting for learners with hearing impairment. Document analysis validity, which involved reviewing relevant school records and reports, focused on the authenticity and relevance of the documents. The researcher ensured that the documents analyzed were official records from the participating schools and directly related to learners' academic performance in English composition and implementation of teaching strategies. The information extracted was cross-referenced where possible to ensure consistency and accuracy.

By systematically addressing the validity of each research instrument through expert review, alignment with research objectives and curriculum, pilot testing, and careful design, the researcher aimed to improve the credibility and trustworthiness of the data collected and the inferences drawn from the study findings. The involvement of experienced educators and supervisors throughout the instrument development process was essential in ensuring the appropriateness and rigor of the data collection tools for the specific context of learners with hearing impairment in Nairobi.

3.7.2 Reliability of Study Instruments

The study administered a test-retest technique to measure the consistency of scores of one test tool applied to the other. A suitable group subject was selected from another school of the same state (pilot school). The researcher with help of the teacher of English, carried out a written test in the pilot school and then waited for two weeks before returning to administer the same test to the subjects under similar conditions for the second time. To gain reliability, the researcher probed the head teacher in specific areas using an interview guide twice, administered a questionnaire to the teacher and learners twice and administered an observation schedule in the classroom during teaching twice. The interview schedule was seen appropriate particularly for COVID-19 restrictions minimizing physical conduct as the case for test retest. The researcher then correlated the scores from first and second test using spearman rank coefficient formula of 0.8. A comparison of the test results was made and a correlation coefficient (r) of 0.85 was attained.

3.7.3 Trustworthiness

To ensure the trustworthiness of the research tools, various strategies were administered. Content validity was established through expert review, where specialists in special needs education and language instruction evaluated the tools for relevance, clarity, and appropriateness to learners with hearing impairment. Their feedback was used to refine the instruments to better suit the study population. Credibility was enhanced by conducting a pilot study in a school with similar characteristics to the target sample, allowing for the identification and correction of ambiguous items. To ensure dependability, detailed documentation of the tool development process, administration procedures, and any adjustments made during

piloting were maintained. Transferability was supported by spelling out a clear description of the study context and participant characteristics, giving room for other researchers to determine the applicability of the findings in similar settings. Finally, confirmability was strengthened by minimizing researcher bias using standardized procedures and ensuring that results could be traced back to the data collected.

3.8 Data Collection Techniques

Written tests questionnaires, data analysis, interview guides, and participant observation were used to gather information. The written examination was administered to predict to which extent learners had acquired specified skills and knowledge in writing composition. The researcher gave the teachers who teach composition a questionnaire each and requested them to fill. One on one interview guide was carried out with the head teachers of the three selected schools. The researcher then carried out participant observation in which she observed teachers teaching composition. She also participated in controlling the class, marking composition exercises books, and assisting individuals on given tasks. Document analysis was used to study necessary records requiring the researcher to make a definite conclusion. The records analyzed were syllabus, teachers lesson preparations and schemes of work, learning/teaching resources, and composition books for learners.

Data was gathered from schools/units', head teachers, teachers, and learners with hearing impairment in prior learning primary schools. The duration of the entire data collection was three months. During data collection, the researcher administered a composition writing test in the presence of the regular teachers, she observed them

writing, and then carried out the selected teaching strategies in the three units, coded as Blue, Red and Yellow. The researcher administered the questionnaires to learners with the assistance of the regular teachers who acted as interpreters simplifying vocabulary to the level and understanding of the learners. The researcher ensured that learners responded to items precisely. The three sampled teachers coded as A, B and C were allowed time to fill out questionnaires. While the teachers were busy filling the questionnaires, the researcher was analyzing documents in which she looked at learner's composition books to determine how regular they were exposed to composition writing. The researcher looked at the previous performance scores of learners in composition writing, attendance register, record of work, schemes of work lesson preparations and learning teaching resources used by the teachers. This was to establish records on English composition writing's previous performance. During data collection, a one-to-one interview was carried out with the head teacher. The researcher aimed at establishing the population of learners, learner-teacher ratio, utilization and accessibility of learning and teaching resources.

3.9 Data Analysis

Objective 1: To establish the current performance in English composition of learners with hearing impairment in Nairobi City County and analyze data related to this objective, the researcher with the help of regular teachers administered a composition writing test before intervention. Test scores were recorded and compared with those after intervention. This was done to establish the performance level before administering teaching strategies test.

Objective 2: To determine how group teaching strategy affects composition writing performance. To analyze data related to this objective, the researcher compared the pretest and post-test mean scores for learners exposed to the group teaching strategy using an independent performance indicator. This statistical test is appropriate for comparing the means of two independent groups (in this case, the pre-test scores and the post-test scores of the same group of learners). The significance level (p-value) from the t-test would indicate whether any observed difference in means is statistically significant or due to chance. Additionally, descriptive statistics such as standard deviations and means for both pre-test and post-test scores were worked out and presented using bar graphs or tables to visualize the impact of the group teaching strategy. Qualitative data from teacher and learner questionnaires and interviews regarding their experiences with group teaching were analyzed thematically to provide context and deeper understanding of the quantitative findings.

Objective 3: To determine how peer-assisted teaching strategy affects composition writing performance. Like the analysis for objective one, the effect of peer-assisted learning on composition writing performance would be analyzed by comparing the pre-test and post-test scores of learners who experienced this strategy using an 'independent samples t-test'. Descriptive statistics (means, standard deviations) were used to summarize the data and visual aids like bar graphs illustrated the changes in performance. The p-value from the t-test determined the statistical significance of any observed differences. Qualitative data gathered through questionnaires and interviews from both teachers and learners about their perceptions and experiences with peer-assisted learning underwent thematic analysis to enrich the quantitative results and provide nuanced insights into its implementation and perceived effectiveness.

Objective 4: To assess how co-teaching strategy affects English composition writing performance. The analysis for this objective followed the same statistical procedure as the previous two. An 'independent samples t-test' was used to compare the pre-test and post-test mean scores of learners taught using the co-teaching strategy. Descriptive statistics (means, standard deviations) was calculated, and results were presented in tables or bar graphs. The p-value from the t-test was to indicate the statistical significance of any changes in performance. Qualitative data obtained from learners and teachers through questionnaires and interviews concerning their experiences with co-teaching, including its benefits and challenges (such as human resource limitations), were analyzed thematically and provided a thorough understanding of the quantitative out comes and the practical aspects of implementing this strategy.

In addition to the t-tests, the study also employed descriptive statistics (frequencies, proportions, bar graphs, pie charts) to summarize the characteristics of the sample and the responses to the questionnaire items. Document analysis data, such as previous performance scores and the frequency of practice exercises, was analyzed through descriptive statistics and comparisons to provide background information and context for the intervention outcomes. The integration of both quantitative (t-tests, descriptive statistics) and qualitative (thematic analysis of interview and open-ended questionnaire data) methods permitted a more robust and thorough understanding of the impact of the different teaching strategies on the performance of English composition writing of standard Seven learners with hearing impairment.

Table 3.3: Thematic Analysis Metric

Stage	Activity	Purpose
1. Data Familiarization	Reading all qualitative data sources (interviews, questionnaires, observations, documents) multiple times.	To gain a deep understanding of content, tone, and context.
2. Initial Coding	Highlighting key phrases or statements and labeling them with short, descriptive codes. For teachers were coded using alphabetical (ABC) while schools were coded using colors (Red, Blue, and Yellow)	To organize raw data into manageable concepts.
3. Categorization	Grouping similar codes into broader, meaningful categories.	To identify recurring patterns and reduce data complexity.
4. Theme Identification	Developing overarching themes from the categories.	To generate key insights that answer research questions.
5. Data Triangulation	Comparing findings across data sources (e.g., interview vs observation vs documents).	To confirm consistency and enhance validity.
6. Theme Interpretation	Reviewing and refining themes; relating them to study objectives.	To interpret what the themes mean in relation to learners' performance.

(Source: Researcher, 2021)

3.10 Logistical and Ethical Considerations

3.10.1 Logistical Considerations

The researcher employed Data Field Guide as stated by Gall, Gall, and Borg (2009), which points out that in every study, professional ethics in carrying out research must be observed to the later. Before collection of data commenced, the researcher was granted permission from the Graduate School of Kenyatta University and the National Commission for Science Technology and Innovation. The researcher then proceeded to seek authority from the Nairobi City County Director of Education. According to Kothari (2004), a researcher must obtain consent from all the participants before carrying out the research. In line with this, the researcher asked permission from the head teachers to be allowed to work together with teachers and further requested the

head teachers to seek consent from the concerned parents to permit their children to participate in the research. The researcher visited the school and explained the purpose of the research to the head teacher and teachers. The collection of data was done for two and a half month in the public schools/units. The factor of time was considered paramount.

3.10.2 Ethical Considerations

The researcher assured the respondents confidentiality regarding the information they were to give by reminding them to desist from indicating their names on the issued questionnaire. A reminder was sent to the respondents through mobile phone messages informing them about the safety of their information. Data collected from them was stored under key and lock during fieldwork and the analysis process. Respondents were also made to know that once the research was done, every piece of data which was unused would be destroyed by burning. The researcher avoided subjecting participants to uncomfortable or harmful situations during the exercise. The researcher sought the participants' consent by requesting the head teachers to request parents to permit their children take part in the research.

The head teachers then appended their signatures in Appendix 'I' giving consent. Their signatures authorized the researcher to administer the research in the schools as the head teachers represented the entire community, learners, and teachers inclusive. Participants were notified that the exercise was not to interfere with their overall performance, and pseudonyms were used to represent the participants and name of units to conceal their identity. This ensured confidentiality and privacy of the information. Teachers ensured care and protection of the minors/learners since the

researcher was carrying out the research in the presence of teachers who teach English composition. Ethical clearance was sought from the Ethics Review Committee at Kenyatta University and National Commission for Science; Technology and Innovation too gave ethical clearance.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

- i. The research sought establish the relationship between the effectiveness of teaching strategies and the performance of English Composition among Standard Seven Learners with Hearing Impairment. In this chapter findings, interpretation and discussion were presented according to the objectives. The findings were as per the five research objectives recapped below:
 - (a) To determine the extent to which current teaching strategy affect English composition performance of standard seven learners with hearing impairment in Nairobi City County?
 - (b) Examine the use of group teaching strategy on English composition writing performance among learners with hearing impairment in Nairobi City County.
 - (c) To determine how peer-assisted strategy affects performance in composition writing in English language, among learners with hearing impairment in Nairobi City County.
 - (d) To assess how co-teaching strategy affects the English composition writing performance among learners with hearing impairment in Nairobi City County.
 - (e) To explore challenges facing teachers when administering: group teaching, peer teaching and co-teaching strategies.

4.2 Research Instrument Return Rate

Thirty questionnaires were administered to the respondents namely twenty four learners, three teaching English composition writing and three head teachers. As a result, the final sample consisted of 30 participants. The overall Response Return Rate (RRR) was 94%, calculated by dividing the total RRR by the sample size and multiplying by 100. Notably, the RRR exceeded the recommended rate of 30% for online surveys. The high response rate reduces nonresponse bias, thereby enhancing the reliability and validity of the survey outcomes. As such, the findings can be considered both reliable and valid with respect to the research questions, serving as a valuable point of reference for learners with hearing impairment, policymakers, and educators alike.

$$RRR = \frac{\textit{Total number of response}}{\textit{Sample Size}} \times 100$$

$$\frac{30}{32} = 94$$

Ans =94%

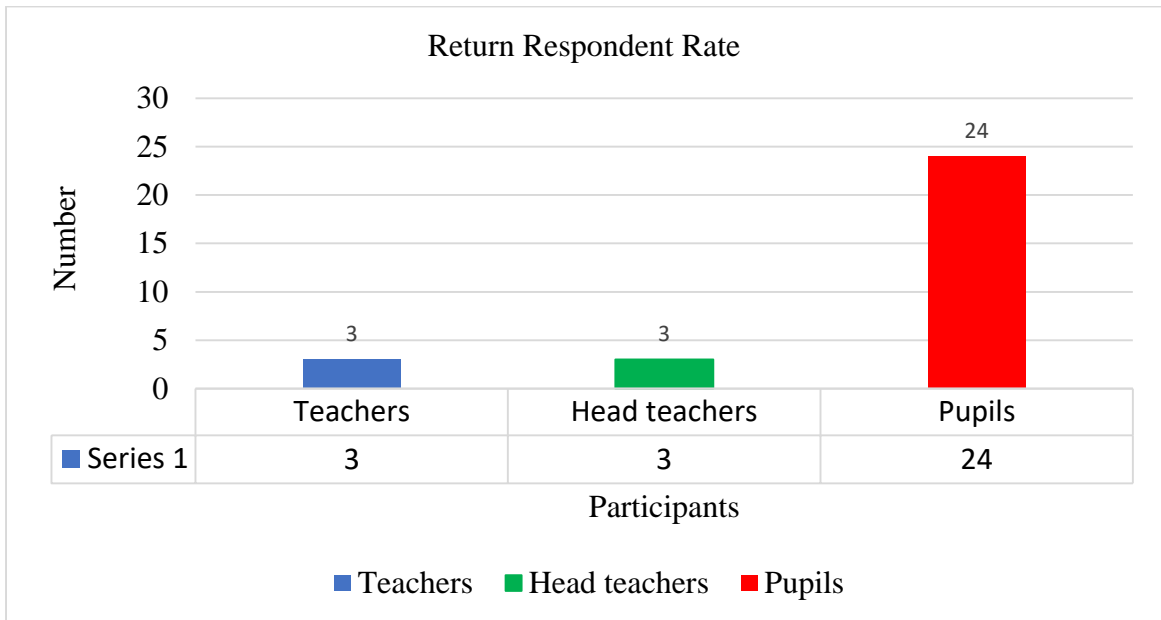


Figure 4.1: Return response rate

(Source: Field Data 2021)

4.3 General Demographic Information for the Participants

4.3.1 General Information

Demographic data showed the number of learners, teachers, and head teachers, who took part in the research. The included information was distribution by gender, level of education, work experience, marital status level of training in Special Needs Education, age, length of period in the school/unit and whether learners were born with hearing condition information was provided. To determine the entry behavior of composition writing for learners, the researcher had to request teachers to administer a written composition test before exposing them to the intervention project.

4.3.2 Gender Representation

Table 4.1: Gender of the respondents

Participants	Frequency	Percent
Learners		
Male	12	50.0
Female	12	50.0
Total	24	100.0
Teachers		
Male	0	0
Female	3	100.0
Total	3	100.0
Head teachers		
Male	1	33
Female	2	67
Total	3	100.0

(Source Field Data, 2021)

The research examined the gender distribution of the participants. Table 4.1 presents gender distribution of the head teachers, teachers, and learners. A total of 24 learners took part in the study, revealing that 12(50%) learners were boys, and 12(50%) learners were girls. Moreover, the research also examined the gender representation among the teachers, which consisted of 3(100%) female teachers, 1(33%) male head teacher, and 2(67%) female head teachers. These results contribute to a sounder understanding of the demographics of the study sample, thereby permitting a more accurate evaluation of the generalizability of the findings. Overall, the inclusion of this demographic data helps to enhance the rigor and validity of the study, providing readers with a more complete understanding of the characteristics of the participants and their potential impact on the findings.

4.3.3 Age of Participants

Table 4.2: Age of respondents

Age	Frequency	Percentages	Valid Percentages	Cumulative Percentages
Teachers				
25-30	0.0	0.0	0.0	0.0
31-35	2	67.0	67.0	67.0
Above 35	1	33.0	33.0	33.0
Totals	3	100.0	100.0	
Head teachers				
31-35	0.0	0.0	0.0	0.0
Above 35	3	100.0	100.0	100.0
Total	3	100.0	100.0	
Learners				
10-15	14	58.3	58.3	58.3
16-20	10	41.7	41.7	100.0
Total	24	100.0	100.0	

(Source: Field, 2021)

The study examined the age distribution of the participants. They were requested to key in their age range. Table 4.2 presents the age distribution of the learners, teachers, and head teachers. The results revealed that teachers between the age bracket of 31-36 years were two, and only one teacher was aged above 37 years. All head teachers were above 37 years of age. Among the learners, 14 (58.3%) were between the age range of 10-15 years, while 10 (41.7%) were between 16-20 years of age. This age range indicates that learners with hearing impairment tend to stay in school longer than their hearing counterparts.

The results indicate that age plays a crucial role in the academic performance of learners. “The Relative Age Effect and Its Influence on Academic Performance,” that mature learners tend to perform better in academic settings. The present findings confirm that mature learners with hearing impairment perform better in composition

writing exercises. Besides that, the findings revealed that older students in the third grade scored higher in Mathematics than their younger counterparts.

The findings on the ground demonstrate the importance of considering the age of learners as a critical factor which influences their academic performance. These results are particularly important to educators, policymakers and other stakeholders concerned with matters in the education sector, as they highlight the need to provide additional support and resources to older learners with hearing impairment to enhance their academic outcomes.

4.3.4 Type of Hearing Loss

Table 4.3: Type of hearing loss

Hearing Loss Type	Frequency	Percentage
Congenital	16	66.7%
Acquired	8	33.3%
Total	24	100.0%

(Source: Field, 2021)

In the demographic information, the study investigated the type of hearing loss among the learners. The results found out that most learners were born with hearing impairment condition, with 16 (66.7%) indicating and 8 (33.3%) indicating they acquired the hearing impairment. This is an essential consideration, as individuals who acquire the condition later in life may face greater challenges in adapting to it. Unilateral hearing loss is the most prevalent form and is frequently accompanied by other challenges that could impact on an individual's language development. A range of factors could contribute to hearing loss, including prenatal, perinatal, and postnatal factors. Hearing loss can be hereditary or acquired, caused by bacterial infections

during pregnancy or childhood, birth complications, exposure to toxic drugs or excessive noise, specific nutritional deficiencies, or accidents.

Cupples *et al.* research has it that, 20-40% of children born with hearing impairment also have other disabilities, which can impede their speech, language, cognitive, or social-communicative outcomes. However, this contrasts with individuals who acquire hearing loss during development. The scholars contend that those who develop hearing loss during their lifetime could perform better than those born with hearing impairment condition.

4.4 Performance in English Composition Writing

The researcher sought to establish the present performance in English composition writing among Standard Seven learners with hearing impairment in Nairobi City County before treatment. The researcher with the assistance of the regular teacher selected a topic that cut across all composition writing tests and administered to learners before an intervention. Test scores were recorded and compared with those after intervention. This was done to establish the performance level before administering teaching strategies test. Data was obtained through document analysis and pre-test where pupils were given composition writing test.

4.4.1 KCPE Performance Per School

Table 4.4: Composition performance for selected schools in previous years

Year	School	No. of Learners	Mean Score
2019	Red	8	32.88
	Blue	11	42.7
	Yellow	6	34.3
2020	Red	5	33.4
	Blue	11	44.5
	Yellow	6	36.9

Source: (School Archives, 2019-2022)

The data was obtained from school records for KCPE. In 2019, school Red had 8 learners who sat for the KCPE exams and attained mean score of 32.88 in English. In 2020, the same school had a mean of 33.40 with a total number of 5 learners. School Blue had 11 learners who sat for KCPE exams in 2019 and scored a mean of 42.7 and 44.5 in the year 2020, while school Yellow with 6 learners had a mean score of 34.3 and 36.9, respectively.

The research findings suggest that the level of English performance, specifically in the domain of composition writing, consistently falls below the established average standard. During interviews with teacher C, it became evident that various influential factors play a role in shaping learners' performance in this specific area. These factors encompass not only learners' attitudes towards composition writing but also extend to the pedagogical methods employed by teachers, the frequency of composition assignments within a given term, and the allocated time for teaching learners' composition writing skills.

“The reason English performance, especially in composition writing, falls below the expected standard. It is not just about the learners' attitudes; it is also about how we teach the number of compositions we assign to learners and the limited time we have for teaching writing skills.” (Teacher, C unit Yellow)

Moreover, during another interview with Teacher A, a deeper layer of insight emerged, shedding light on additional factors which revealed a substantial influence over learners' academic performance. Teacher A specifically elucidated that the effective management of larger class sizes posed formidable challenges, while more compact class configurations afforded a heightened capacity for tailored attention to individual learners. Despite the widespread adoption of smaller class sizes across the

educational landscape, the overall academic performance of learners consistently failed to meet established expectations this implied that performance does not rely on class population but there are other factors that may hinder performance such as teaching strategies.

Also, Teacher A underscored the significance of the inadequacy of essential teaching resources, such as storybooks, within the educational infrastructure. This insufficiency intermittently engendered feelings of demoralization among teachers, thereby impinging upon their capacity to formulate effective lesson plans and engage meaningfully with their learners. Nevertheless, Teacher A emphatically conveyed an unwavering commitment to enhancing learners' scholastic achievements, as evidenced by their initiative-taking organization of supplementary lessons.

“I have personally experienced the challenges of managing large class sizes, which can hinder the quality of instruction. Smaller classes allow us to focus on individual learners, but even then, we are still facing performance issues. It is not just about class size; it is also about the lack of adequate teaching materials, which can be demoralizing to us as educators.” (Teacher, A unit Red)

These findings underscore the critical need for interventions and support mechanisms to elevate learners' performance levels. Such interventions should encompass not only pedagogical strategies but also broader institutional aspects, including resource allocation and teacher morale. Consequently, further empirical research is warranted to delve deeper into these multifaceted issues and ascertain more precise solutions to enhance the English composition performance of learners.

A common theme emerged during interviews conducted at three schools. In these discussions, teachers uniformly cited several prevalent errors in learners' writing, including issues with incorrect spelling, sentence structure, grammar, tense usage,

letter formation, and incomplete words. The approach adopted by teachers for addressing these issues primarily involved correcting learners within the classroom setting, often in the presence of their fellow peers. However, it is noteworthy that one teacher, in contrast, emphasized a personalized approach, where the teacher responded by providing individual corrections and ensured that no learner was disregarded.

“In my approach, I respond by correcting learners individually, ensuring that they receive personalized attention, and I do not ignore any pupil.” (Teacher, B unit Blue)

The researcher carried out pre-test to examine the impact of diverse pedagogical methods on composition writing performances. The outcomes revealed that the utilization of group teaching yielded only a marginal impact on composition performance. Prior to the implementation of group teaching, learners underwent preliminary assessments to gauge their baseline performance levels. The evaluations for the composition assessments adhered to the prescribed grading system, which allotted a maximum score of 40, as stipulated by the Kenya National Examinations Council (KNEC). The assessment criteria encompassed four distinct performance indicators: Relevance (weighted at 20 points), Vocabulary (10 points), Creativity (5 points), and Grammar (5 points), culminating in a cumulative total of 40 points. A comprehensive presentation of the performance data prior to the intervention is furnished in Table 4.4.

This study affirmed that strategies used to teach composition writing affects performance which supports other researcher’s findings like Samoei *et al.* Andiema, Kodiango & Syomwene. Their researches also report the same and show that the

Kenya Sign Language (KSL) too contributes to deficient performance in English. The teachers too confirmed the researcher's sentiment. According to Samoei, Adoyo and Kochung, learners had challenges in syntax: Object Subject Verb (OSV) word basic order of KSL was evident in learners' written English language instead of Subject Verb Object (SVO) word basic order of English. The scholars concluded that KSL had negative effect on written English language syntactical patterns among learners with hearing impairment in standard five, six and seven in Nakuru County, Kenya. They advocated for the utilization of bilingual approach as a strategy of teaching to improve on the grammar mastery for learners with hearing impairment. The current conforms Samoei, Adoyo and Kochung study which states that learners with hearing impairment have a challenge on syntax pattern when writing English composition which supports the negative impact KSL has on English composition writing. Table 4.9 shows a pretest result.

4.4.2 Composition Writing Pre-Test

To first establish the current performance of English composition writing among the selected schools. The researcher first gave them an English composition writing test and coded the test as pre-test. This was done before the administration of any strategies.

Table 4.5: Pre-test for learners

Test score out of 40	Frequency	Percentage
8	1	5.6
9	4	22.2
10	4	22.2
11	1	5.6
12	3	16.7
13	1	5.6
14	1	5.6
18	1	5.6
20	1	5.6
Total	17	94.4
Missing	1	5.6
Total	18	100.0

(Source Field, Data, 2021)

The study found that learners' performances were below average. The results in Table 4.5 show that among 17 learners who took part in the pre-written test, the majority scored 9 (22.2%) while only one learner managed to attain a score of 20 (5.6%) out of a possible 40 points. In the context of Unit Red, teachers, particularly Teacher A, responsible for teaching composition to learners with hearing impairments, identified several factors contributing to the subpar performance of these learners. These factors encompassed the absence of adequate hearing aids, learners' prevailing negative attitudes towards composition writing, the existing curriculum which places learners with hearing impairments in a competitive framework with their hearing counterparts, and a deficiency in human resources required to adequately support the special needs of learners with hearing impairment. The results concur with the conclusions drawn in Awori's study which similarly found that the performances of learners with hearing impairments consistently fall below the expected average. Instructors handling learners with this problem attributed poor performance to several elements namely: (a) Lack of hearing aids, (b) Learner's negative attitude toward composition writing,

(c) Present curriculum which expects learners with hearing impairment to compete equally with those with hearing, and (d) Lack of enough human resources to meet the requirements of learners with hearing impairment.

The current study presents results that diverge from those of Mwanyuma whose research highlighted the adverse influence of societal and community negative attitudes towards the academic performance of individuals with hearing impairments. Conversely, the research concurs with the conclusions drawn by Khomera, Fellow, and Gwayi which underscore the role of the existing inflexible curriculum in contributing to subpar performance in composition writing among learners without hearing. Specifically, it underscores that the current curriculum inadequately addresses the educational needs of learners with Special Educational Needs, while also noting that the limited number of available teachers often lack proficiency in Sign Language. Moreover, it is noteworthy that most schools providing special education to learners face substantial deficits in essential teaching and learning resources.

The educators further substantiated these corroborative observations we interviewed, who pointed out that discrimination against children with hearing impairments serves as a significant factor contributing to their academic under-performance. Furthermore, as Khomera, Fellow, and Gwayi have also observed, there is a shortage of teachers and a dearth of critical resources such as stationary and hearing aids materials in schools that are crucial for effective teaching, echoing the sentiments expressed in the current study.

4.4.3 Composition Performance Based on Marking Matrix

Table 4.6 provides an overview of Composition Performance based on the Marking Matrix, revealing that the pre-written test assessment of learners without hearing was below the average standard. This outcome underscores the persistent issue of poor academic performance among this group.

Table 4.6: Performance based on marking matrix

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-written test	17	8	20	196	11.53	3.262
Relevance	17	3	10	73	4.29	2.024
Vocabulary	17	2	5	57	3.35	.931
Creativity	17	2	3	46	2.71	1.448
Grammar	17	1	2	24	1.41	.507
Valid N	17					

Legend: Relevance = 20, Vocabulary = 10, Creativity =5, Grammar =5 and Total = 40

(Source Field Data, 2021)

From the above marking matrix, it is evident that most learners scored below the mean. This indicated that the performance of the pre-test was below average, implying a poor performance Table 4.6 shows that the learner who scored the highest marks 20 out of 40 marks scored 10 out of 20 (50%) for relevance, 5 out of 10 (50%) vocabulary, 3 out of 5 (60%) creativity and 2 out of 5(40%) in grammar while most learners scored below average recording 3,2,2 and 1 in relevance, vocabulary, creativity and grammar respectively.

These findings concurred with those of Chabari and Awori which revealed that learners with hearing impairment do not perform well in examinations with a mean below average. The findings further revealed that the current teaching strategies used regarding English composition writing did not yield satisfactory results. This was

manifested in the pre-written test. Notably, the study reveals that teachers often lack awareness of effective strategies and resort to methods such as teaching new vocabulary and its application in sentences, sentence copying, and infrequently emphasizing composition writing.

This observation echoes the conclusions drawn by Xu who identified a similar trend of deficient performance in written English among learners due to lack of creativity and deficiencies in grammar. These collective findings underscore the imperative need for comprehensive interventions and support mechanisms to improve academic outcomes of learners with hearing impairments.

4.4.4 Teaching Strategies and Learners with Hearing Impairment

Before administering the selected teaching strategies, they sought to establish what teaching strategies the teachers have been using. This was done to establish if any of the selected intervention was already in use. The study found that the selected strategies were in use but not often with other teaching strategies being common. The study revealed that most teachers used memorization, 16 (66.7%) of the learners reported that teachers used memorization while others were unable to mention the strategies their teachers used. Memorization entails imitating text and words, which they later use during writing. It focused on building learners' vocabulary and remembering signing and lexis. The learner memorizes some text that they can use in writing composition. The results concur with those of *Adi et al*, who found out that memorization was used frequently by teachers who handle learners with hearing impairment. However, the strategy was only effective when complemented by other techniques such as copying and re-writing, paragraph shrinking, and translating. Lack

of complementary techniques during training might explain the low performance in using this method. Teaching strategy commonly used among teachers' results are shown in Figure 4.2.

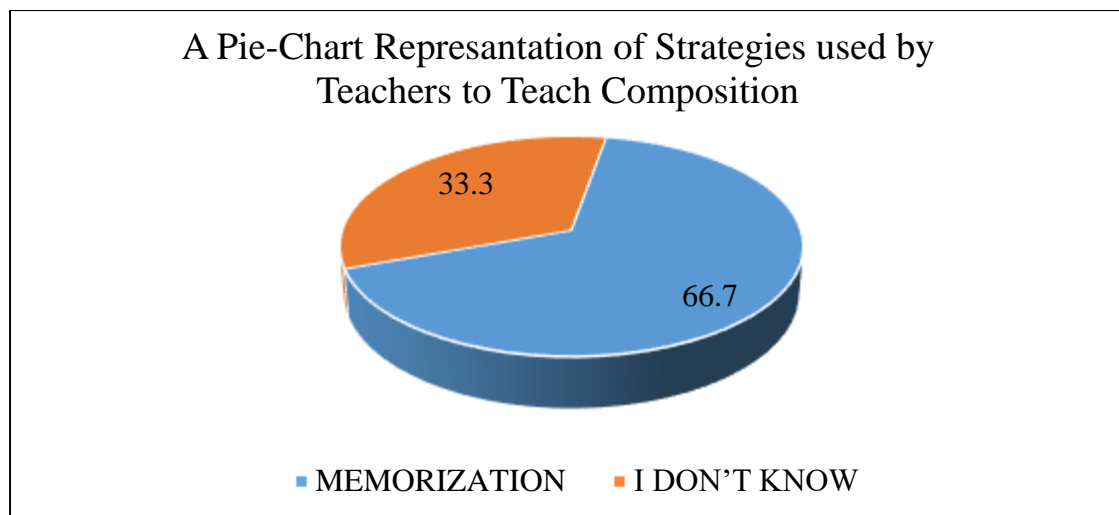


Figure 4.2: Strategies used by teachers to teach English composition

(Source Field Data, 2021)

From the above chart, it is evident that the common used strategy for teaching composition writing to learners with hearing impaired is memorization. Learners who picked on memorization were 66% while those who didn't know the strategy used in teaching English composition writing were 33%. An interview with teacher A Unit Red revealed that teachers used materials like pictures and natural objects to teach learners in writing composition. However, the teacher pointed out that using group teaching in teaching learners with hearing impairment was impossible. Most educators preferred memorization strategy. The teacher was not aware of any other effective teaching strategies. For instance, the teacher noted that:

“Copying a story on the board then going over it with learners, works better as compared with other strategies like group work and peer assisted learning” (Teacher A, 2021).

Considering these findings, it is important for teachers to employ diverse and effective instructing strategies which will put in consideration the unique needs of learners with hearing impairment. As Malik and Din (2019) point out, frequent testing enhances the understanding of the subject, enabling learners to learn from their shortcomings and better their performance. Instructors need to assess and improve their teaching styles to ensure that they are effectively imparting knowledge to their learners.

This study reveals that learner centered teaching strategies were not employed. The outcomes concur with Ogada *et al.* who observed that learners with hearing impairment relied heavily on techniques like repetitions, discussion, guided writing, and demonstrations. However, the scholars pointed out that cooperative teaching, group work peer teaching, dramatization and story-signing were rarely utilized methods and were not known to many teachers of English language. The study highlights the need for teachers to diversify their strategies to enhance their learning experience and better skills in writing for learners with hearing impairments. By incorporating a diverse techniques of teaching, educators can modify the different learning styles and preferences of their students, leading to better academic outcomes.

4.5 Group Teaching Strategy on English Composition Writing Performance Among Learners with Hearing Impairment

Objective one was to examine the use of group instructing strategy on performance in English composition writing among learners with hearing impairment in Nairobi City

County. An interview was conducted with three teachers to establish whether teachers embraced group teaching strategy. Out of the three interviews, one teacher from unit Blue reported that she had implemented group teaching strategy in her classroom. However, two teachers expressed skepticism in the effectiveness of the strategy. Data from observation schedule showed that learners with hearing impairment were attentive during group teaching sessions and concentrated on their assignments. Brighter learners tended to contribute more to the group, whereas less bright learners attempted to avoid engagement. To promote learning, the teacher implemented a rule that required every learner to participate, making the lesson more interactive and participatory. These findings support the work of Rezaei who found out that group dynamics significantly impact group work performance.

4.5.1. Performance with Group Teaching Strategy

Table 4.7: Performance based on indicators

	N	Minimum	Maximum	Mean	Standard Deviation
Group Teaching	17	8	16	11.76	2.488
Relevance	17	3	7	4.53	1.281
Vocabulary	17	2	5	3.65	1.057
Creativity	17	2	8	2.71	1.448
Grammar	17	1	2	1.41	.507
Valid N	17				

Legend: Relevance = 20, Vocabulary = 10, Creativity =5, Grammar =5 and Total = 40

(Source Field Data, 2021)

The results indicate that the use of group teaching strategy yielded varying scores among learners in several aspects of composition writing. Specifically, learners scored an average of 4.53 (SD=1.281) in terms of Relevance, 3.65 (SD=1.057) in Vocabulary, 2.71 (SD=1.448) in Creativity, and 1.41 (SD=0.507) in Grammar. These results reflected a slight improvement compared to the pre-test scores, suggesting that

the strategy may have a modest positive effect on learner performance, surpassing other conventional methods such as lecturing and teacher-centered approaches. Also, it can be inferred that the consistent implementation of the group teaching strategy over an extended period could potentially yield more favorable results. Consequently, it is advisable to employ this strategy persistently to achieve enhanced outcomes eventually.

During the interviews conducted with teachers regarding their frequency of utilizing the group teaching strategy, the findings unveiled a prevailing trend of reluctance among teachers to embrace this approach. The data gleaned from these interviews clearly indicates that the adoption of the group teaching strategy was not widespread. Out of the three teachers interviewed, only one reported having implemented the group teaching strategy in her classroom, while the remaining two expressed reservations about its efficacy. During the interviews, Teacher B provided a noteworthy comment on this matter, which further elucidates the prevailing sentiment among educators regarding the group teaching strategy:

“For the learners with hearing impairment, group teaching strategy does not help much.” (Teacher B from Unit Yellow 2021).

This results support the previous research carried out by Ogada *et al.* that guided writing, discussion, questioning, repetition, and demonstrations which were the most commonly utilized methods in instructing English composition writing to learners with hearing impairment. Story-signing, group work, peer-teaching, dramatization, and cooperative teaching, were rarely used and unfamiliar to most teachers of English composition.

Table 4.8: Group teaching strategy

	Frequency	Percentage
Rarely	17	70.8
Sometimes	7	29.2
Total	24	100.0

(Source Field Data, 2021)

Table 4.8 represents the usage of group teaching. The findings revealed that learners with hearing impairment seldom participated in group work. A significant majority of the participants, comprising 17 individuals (70.8%), reported that they rarely worked in groups, while only 7 participants (29.2%) indicated that they sometimes engaged in group activities, as illustrated in Table 4.8. This limited utilization of group teaching can be attributed to the teachers' perspectives on the strategy and their perceived lack of competence in implementing it.

Supporting this finding, Saiyad, *et al.* in their study argued that while teachers initiate group formation, learners often select their group partners based on their personal comfort levels. Furthermore, the investigations showed that instructors were not enthusiastic about embracing the group instructional strategy, which may explain their skepticism and infrequent use of this approach.

Data obtained from the observation schedule indicated that learners with hearing impairment displayed attentiveness and focused engagement during group teaching sessions. Notably, brighter learners tended to contribute more actively to group activities, while those with lower academic abilities sometimes showed reluctance to participate. To enhance the learning process, teachers implemented a rule mandating the participation of every learner, thereby encouraging a more interactive and part

taking learning environment. These results align with the research carried out by Rezaei which emphasizes the significant effect of group dynamics on the performance of group work activities. Table 4.8 shows the frequency of the learners who work in groups.

4.5.2 Learner’s Experience Working in Groups

The investigation examined the use of group instructing strategy on the performance of English composition writing among learners with hearing impairment. Learners were asked about their experiences working in small group. Table 4.9 presents data on learners’ experience of working in small groups.

Table 4.9: Pupils' experience of working in small groups

Rating	Frequency	Percentage
Very Interesting	14	58.3
Interesting	5	20.8
Not Interesting	5	20.8
Total	24	100.0

(Source Field Data, 2021)

Table 4.9 presents, 14 (58.3%) of learners found working in small groups very interesting, 5 (20.8%) considered it interesting, while 5 (20.8%) found it interesting. This study reveals that despite the teacher's preference for other teaching strategies, learners enjoyed working in groups, a significant finding indicating a discrepancy in perception between the learners and teachers. The research examined the opinion of learners when working in groups. Learners were asked to state if they liked working in groups and they responded as presented in table 4.10.

Table 4.10: Working in small groups

	Frequency	Percentage
Yes	23	95.8
No	1	4.2
Total	24	100.0

(Source Field Data, 2021)

Data from Table 4.10 shows that learners preferred working in small groups over teacher led classes, 23 (95.8%) stated YES while 1 (4.2%) NO to suggest that they did not like working in groups. Most learners felt that group work made it more accessible as they could delegate the roles during writing composition. They were also able to share ideas and brainstorm. Learner 1, 2021, commented that:

“We brainstorm on the topic we want to write, then vote; everybody gives suggestions to determine what everybody is comfortable with. Many votes are then adopted. We also contribute to the study flow; some even suggest vocabulary. (Learner 1, unit Red 2021).

The finding from Table 4.13 and Table 4.14 suggest that learners' preferences and opinions should be considered when selecting teaching strategies for learners with hearing impairment. Instructors should be open to using group teaching strategies and other less frequently used techniques, such as peer, dramatization and cooperative teaching which were identified as the unpopular strategies used in this study. As stated by Hu and Lam, teachers should focus on facilitating group work and fostering an inclusive classroom environment that promotes collaboration and active participation. This approach will enhance learners' motivation, engagement, and performance in English composition writing.

This study supports Rezaei's study which states that the group teaching strategy helps the learners generate many ideas, giving them freedom in writing. Besides, the

teachers felt that group teaching promotes inclusiveness. It is because it allows every student to participate in the assignment. For instance, it was observed that some learners who did not participate in a class or raise their hands in class were more active in groups than when a teacher used teacher-centered methods like lecture. The study concurs with Cathwon’s study which observed that some pupils enjoy their peer’s company and feel more comfortable working with their peers than with the teacher. Table 4.10 shows learner’s responses on working in small groups. This feedback on group teaching strategy revealed that they enjoyed brainstorming on the topic they wanted to write about and then voted to choose the one that everyone felt comfortable with. Learners were also observed contributing to the study’s flow and suggesting new vocabulary, which concurs with the collaborative learning theory that states that students can learn from their peers.

To test whether the group teaching strategy had an impact on learners’ composition performance, the researcher requested regular teachers to handle learners using group teaching and administer a test at the end. They were given a composition writing test. It was marked and the mean differences were compared with the pretest using one-way ANOVA. Table 4.11 shows the result.

4.5.3 Relationship Between Group Teaching and Performance

Table 4.11: Group teaching strategy impact on learners’ composition writing

ANOVA

Mean comparison between pre-test and group teaching

	Sum of Squares	df	Mean Square	F	Sig
Between groups	50.985	6	8.498	.713	.648
Within Groups	119.250	10	11.925		
Total	170.235	16			

(Source: Field Data, 2021)

The results of the one-way ANOVA implied that there was no significant difference in the mean scores between the pre-written test groups $F(2, 27) = 0.713, p = 0.648$. This implied that the group teaching strategy did not have a significant effect on the learners' composition performance when compared to the pre-written test. These results are consistent with earlier research which found that the effect of group teaching on academic performance varies depending on the subject matter and the specific learning outcomes being assessed. It is essential to note that a small sample size in the study could have limited the realization of significant differences. Despite lack of statistically significant findings, the utilization of group teaching has several advantages for learners, including the opportunity to collaborate, share ideas, and develop important people skills. These benefits should be taken into consideration when designing teaching strategies.

Overall, this research gives important insights into the impact of group teaching on the performance of learners' composition writing, implying that the use of this strategy could not have a significant effect on the performance when compared to pre-written tests. However, it is essential to consider the potential advantages of this strategy for learners' development and learning outcomes. Furthermore a research with a larger sample size and different subject matter is recommended to enhance these out comes. The researcher conducted a paired sample T-test to further understand the relationship between group teaching strategy and other approaches. Table 4.12 shows the result.

Table 4.12: Paired samples statistics

	Mean	N	Std. Deviation	Std Error Mean
Test before Intervention	11.53	17	3.262	.791
Group Teaching Strategy	11.76	17	2.488	.603

(Source, Field Data, 2021)

The results presented in Table 4.12 indicate a slight improvement in the mean performance of learners with hearing impairment following the application of group teaching strategy. The mean score before the intervention was 11.53 (SD = 3.262), while after the intervention it increased to 11.76 (SD = 2.488). This marginal increase suggests a positive effect of the group teaching strategy on learners' composition performance. Additionally, the reduction in the standard deviation implies that learners' scores became more consistent post-intervention, indicating a more uniform grasp of the content among the participants. The decrease in the standard error of the mean from 0.791 to 0.603 further strengthens the reliability of the post-intervention mean score. Although the increase in mean is minimal, the findings suggest that the group teaching strategy may contribute to stabilizing learners' performance. However, further inferential analysis is necessary to determine whether this improvement is statistically significant.

The findings suggest that while group teaching strategy may have a positive effect on the performance composition writing, the effect is not significant. Further studies may need to be conducted with larger sample sizes or different teaching strategies to establish the most effective approach for improving composition performance among learners with hearing impairment. There are several aspects that could explain the effectiveness of group teaching. For instance, Johan in his study states that group

work evaluation is quite difficult and complex practice for instructors. The research confirms that group work strategy presents a challenge to teachers who preferred individual assessment. The biggest hurdle concerning group work is how to evaluate learners' individual performance within groups. The hurdle affects both the validity and the fairness of the evaluation. The un(fairness) in the assessment of group work is at times compromised. It becomes difficult to deal with emotions of learners who feel that the process of assessment was unfair. This study confirmed that group work strategy was complex, and teachers were not able to implement it effectively.

It is worth noting that the results indicate group teaching had a minimal effect on the learners' English composition writing. These results concur with previous studies, which indicated that group teaching may not always be the most effective teaching method for writing skills. Instead, individualized attention and feedback from teachers have been found to be more beneficial for improving writing abilities.

Table 4.13: Paired Samples Test: Paired group teaching and pre-written test

	Paired Differences				T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pre-written test – Group Teaching Strategy	.235	2.969	.720	-1.762 1.291	-.327	16	.748

(Source Field Data, 2021)

The results in Table 4.13 from the paired samples assessment reveal that the difference in mean scores between the pre-written test and the post-intervention using the group teaching strategy is not statistically significant. The mean difference is

0.235, with a standard deviation of 2.969 and a standard error of 0.720. The 95% confidence interval of the difference ranges from -1.762 to 1.291, indicating that the true difference could fall within this range, which includes zero. The t-value is -0.327 with 16 degrees of freedom, and the p-value (Sig. 2-tailed) is 0.748.

Since the p-value is greater than the conventional threshold of 0.05, the null hypothesis cannot be rejected, suggesting that the group teaching strategy did not produce a statistically significant improvement in the performance of English composition among the standard seven learners with hearing impairment in this study. The researcher could as well assume that if group teaching is used for an extended period, it could yield better results. For instance, group teaching was used only for two months and slightly improved. Moreover, the study contradicts the one done by *Adi et al.* and *Alves et al.* that hailed group teaching. They observed that group teaching yields satisfactory results in a short period.

4.6 Peer-Assisted Teaching Strategy and Performance in English Composition Writing

Objective two sought to determine how peer-assisted teaching strategy affects performance in composition writing among learners with hearing impairment in Nairobi City County. The results indicate that the implementation significantly influenced English writing performance of learners with hearing impairment. Data from the head teachers interview reveals that such learners understand each other more than their teachers. They have their own signs that make them comprehend concepts easily. One teacher reported that even though learners understand each other in their communication, it becomes difficult to put it on paper since their signed

language KSL is quite different from their written English which is expected to follow the correct grammatical order.

4.6.1 Performance with Peer Teaching Strategy

Table 4.24: Performance with Peer teaching strategy

	N	Minimum	Maximum	Mean	Std. Deviation
Peer Tutoring	17	7	19	11.88	3.059
Relevance	17	3	8	4.65	1.455
Vocabulary	17	2	6	3.47	1.125
Creativity	17	1	3	2.41	.712
Grammar	17	1	2	1.47	.514
Valid N (list wise)	17				

Legend: Relevance = 20, Vocabulary = 10, Creativity =5, Grammar =5 and Total = 40

(Source: Field Data, 2021)

The findings in Table 4.14 present the performance of learners with hearing impairment following the use of the peer teaching strategy. The overall mean score was 11.88 (SD = 3.059) out of a total of 40 marks, indicating modest performance. Among the composition assessment indicators, relevance recorded the highest mean score of 4.65 (SD = 1.455) out of 20 marks, suggesting that learners were able to address the composition topics, although still below average. Vocabulary had a mean of 3.47 (SD = 1.125) out of 10, showing some level of word use, but with limited range or appropriateness. Creativity scored a mean of 2.41 (SD = 0.712) out of 5, showing that learners demonstrated a moderate degree of originality in their writing. Grammar recorded the lowest mean score of 1.47 (SD = 0.514) out of 5, pointing to challenges with sentence structure and language conventions. These findings suggest that while peer teaching may have some positive influence on composition performance, particularly in content relevance and vocabulary, learners still struggled

with grammar and overall writing competence, warranting additional instructional support. As a result, peer teaching strategy is least effective in teaching composition writing. Teacher B commented:

“Peer teaching assists a little because they can understand each other, but for composition writing, it does not help much because most words are vocabulary.” (Teacher B, Unit Blue 2021).

Teacher A (Unit Red) and teacher C (Unit Yellow) praised peer-assisted teaching strategy. The teachers found the strategy enabling learners to share ideas and write better compositions than other strategies. Teacher C, in an interview, stated:

“The learner gains confidence in their writing skills as they teach and also learn from each other” (Teacher C, Unit Yellow) 2021).

Teachers participating in this study expressed a favorable view of the peer-assisted teaching strategy, highlighting its enjoyable nature and the positive impact it had on English language acquisition and writing skills. Given these positive outcomes, it is recommended that teachers who instruct English composition consider implementing the peer teaching strategy as it facilitates the improvement of learners' writing styles. These results concur with prior research conducted by Topping which also indicated that peer-assisted learning could significantly enhance students' academic performance. However, it is wise to note that the research also revealed that the suitability of peer-assisted strategy might vary across subjects, consistent with the results of previous research conducted by Alghamdi and Al-Abdulkareem. Therefore, it is imperative to carefully assess which subjects are best suited for the peer-assisted teaching method to achieve the desired positive outcomes. The research assessed the use of peer teaching method on performance of English composition writing among Standard Seven learners with hearing impairment. Learners were asked how often they worked together in pairs. Table 4.15 shows the findings:

Table 4.35: Working in pairs

Rating	Frequency	Percentage
Never	2	8.3
Rarely	13	54.4
Sometimes	9	37.5
Total	24	100.0

(Source Field Data, 2021)

The study uncovered a notable disparity between the perceptions of teachers regarding peer-assisted teaching and the actual experiences of learners. While teachers viewed peer-assisted teaching as an enjoyable and effective approach, the learners' reported experiences contradicted this notion. Specifically, this study revealed that learners were infrequently paired for assignments, with only 13 (54.2%) indicating they were paired sometimes, 9 (37.5%) reporting rare instances of pairing, and 2 (8.3%) reporting never being paired at all. This finding challenges the conventional belief that peer-assisted teaching consistently leads to improved learning outcomes. In contrast to previous studies, which reveal that pairing weaker learners with brighter peers can be effective in promoting inclusive learning, enhancing self-esteem, and improving overall performance the study's results paint a different view. It is essential to note that the study also found some positive aspects associated with peer-assisted teaching. Despite the infrequent pairing, it was observed that this teaching strategy still promoted inclusive learning and fostered relationships among learners, contributing to a harmonious classroom environment. This observation resonates with Teacher B Unit Blue who commented that:

“Peer teaching assists a little because they can understand each other, but for composition writing, it does not help much because most words are vocabulary.” (Teacher B unit Blue 2021)

While peer-assisted teaching might be beneficial for some aspects of learning, such as comprehension and communication, it might not be as effective for developing specific skills such as vocabulary acquisition for composition writing. This study underscores the potential benefits of the peer-assisted teaching strategy, as it could facilitate improvements in skills of writing for learners with hearing impairment. For instance, the research outcomes indicated that when two learners are paired together, they can gain experience from each other, with the more academically proficient one assisting their counterpart.

Therefore, learners with hearing impairment teachers are recommended to consider integrating peer teaching strategies into their composition writing lessons. The research too sought to gauge the emotional responses of learners when collaborating with their peers. The researcher asked learners to state how they felt when working together with peers. Table 4.16 presents data of learners' experience when working with peers.

4.6.2 Learner's Experience When Working with Peers

Table 4.46: Learner's experience when working with peers

Rating	Frequency	Percentage
Very interesting	5	20.8
Interesting	10	41.7
Not interesting	9	31.5
Total	24	100.0

(Source, Field Data, 2021)

This study revealed that working with peers was Very interesting 5 (20.8%), Interesting 10 (41.7%), and not interesting 9 (37.5%). Table 4.16 shows the results which affirm that learners can help each other deliver features of positive teaching

such as immediate and corrective feedback, multiple practice opportunities, and modelling to those who need the most effective instructional support. This concurs with Awuor's study which affirms that consistent peer-assisted learning could yield better results.

Learners were also asked if they liked working with their peers. This study revealed that learners like working with peers as indicated by 'Yes' 23 (95.8%) and 'No' 1 (4.2%) compared to working individually or on a task as a class. This confirms that peer-assisted learning is very engaging and helps learners build a relationship which enhances learning among learners with hearing impairment. This research also sought to determine whether peer tutoring affected learners' performance in composition writing. Pre-test writing was administered to learners before teaching them using a peer tutoring strategy. Table 4.17 shows the result:

4.6.3 Relationship Between Peer Teaching Strategy and Performance

Table 4.17: Peer paired sample statistics

		Mean	N	Std Deviation	Std Error mean
Pair 1	Peer tutoring	11.88	17	3.059	.742
	Test before intervention	11.53	17	3.262	.791

Source Field, Data, 2021)

The findings in Table 4.17 present the paired sample statistics comparing learners' performance before the intervention and after the application of the peer tutoring strategy. The mean score after peer tutoring was 11.88 (SD = 3.059), slightly higher than the pre-intervention mean of 11.53 (SD = 3.262), with respective standard errors of 0.742 and 0.791. Although there is a marginal increase in the mean score, the difference is small, suggesting that the peer tutoring strategy had limited impact on

improving overall performance in English composition among the learners with hearing impairment. This minimal change may imply that while peer tutoring holds potential, its implementation may require more structured support or longer exposure to achieve significant improvement. The results support a study by Alba Husain which established that peer teaching at the elementary level contributed to improved performance. During an interview, Teacher B shared the following perspective.

“When learners are paired, they combine their talents. Hence everyone benefits” (Teacher B unit Blue 2021)

Better outcomes for student’s learning, fuller participation for all learners in the classroom and improved feelings of self-efficacy for the teachers are the other benefits gained through peer teaching. The strategy fosters collaboration. While the use of peer-assisted teaching has been praised by teachers and researchers, these study findings contradict this notion. Consequently, the research revealed that learners were rarely paired on assignments, indicating a lack of implementation of the peer-assisted teaching strategy. This study supports the findings of Gudyanga, McMaster and Lynn who suggest that pairing weak learners with bright learners promotes inclusive learning and enhances performance.

Further, the study revealed that the peer-assisted teaching strategy promotes inclusive learning as participation is the key element. It helps learners build relationships, thereby promoting harmony in the classroom. Even though peer-assisted teaching strategy does not have essential impact on performance of English composition writing, it is still a useful tool for promoting inclusive learning and building relationships among learners. Table 4.18 shows the results of a paired samples t-test.

Table 4.58: Peer paired samples t-test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Peer Tutoring - Pre-written test	.353	3.840	.931	-1.621	2.327	.379	16	.710

(Source Field, Data 2021)

The findings presented in Table 4.18 indicate the outcome of a paired samples t-test assessing the impact of the peer tutoring strategy on learners' performance in English composition. The mean difference between the peer tutoring scores and pre-written test scores was 0.353 with a standard deviation of 3.840 and a standard error of 0.931. The 95% confidence interval for the difference ranged from -1.621 to 2.327. The t-value was 0.379 with 16 degrees of freedom, and the p-value was 0.710. Since the p-value is greater than the standard significance level of 0.05, the result is not statistically significant. This implies that the use of peer tutoring did not lead to a statistically meaningful improvement in composition performance among the learners with hearing impairment within the scope and duration of this study. The researcher assumed that the strategy did not yield a better result due to limited time.

The performance was further analysed based on the performance indicators. The study findings also support Capps *et al.* who postulated that despite the effectiveness of PALs, it estimated that where PALs are used, about 20% of low achieving students do not make progress, and about 50% percent with disability do not show progress. Although PALs are beneficial to both students living with disability and those without disabilities, researchers added that it is not clear why PALs are ineffective. Instead,

they stated that lack of research on the components needed to be included in improving the strategy makes it hard for teachers and instructors to fully utilize it to the full benefit of learners. Table 4.19 shows that only a few learners made progress.

4.7 Co-Teaching Strategy and Performance in Composition Writing

In objective three, the researcher sought to assess the effect of co-teaching strategy the performance of English composition writing among Standard Seven learners with hearing impairment in Nairobi City County. The researcher found out that teachers rarely use co-teaching in their profession. The learners indicated that they find co-teaching enjoyable and yielding satisfactory results. However, when teachers were asked how they find it as a strategy of teaching English composition writing, one of the teachers commented that it does not help build vocabulary for learners with hearing impairment.

4.7.1 Performance with Co-Teaching

Table 4.69: Co-teaching test results

	N	Minimum	Maximum	Mean	Std. Deviation
Co-Teaching Strategy	18	8	20	15.22	3.919
Relevance	18	3	9	6.00	1.847
Vocabulary	18	3	7	4.44	1.199
Creativity	18	1	5	3.06	1.056
Grammar	18	1	3	1.72	.669
Valid N (list wise)	18				

Legend: Relevance = 20, Vocabulary = 10, Creativity =5, Grammar =5 and Total = 40

(Source field data 2021)

The findings in Table 4.19 present the performance of learners with hearing impairment the administration of the co-teaching strategy in English composition. The overall mean score was 15.22 out of a possible 40, with a standard deviation of 3.919,

indicating moderate variation in learner performance. In terms of specific components of composition writing, learners scored highest in relevance with a mean of 6.00 out of 20 (SD = 1.847), followed by vocabulary with a mean of 4.44 out of 10 (SD = 1.199). Creativity and grammar recorded lower mean scores of 3.06 and 1.72 out of 5, respectively, suggesting relative difficulty in expressing original ideas and applying grammatical rules accurately. These results suggest that the co-teaching strategy was moderately effective, particularly in enhancing content relevance and vocabulary use among learners, while areas such as grammar and creativity may require more targeted instructional support. Teacher C responded:

“It does not help much. Since most of the words are always vocabularies to learners with hearing impairment” (Teacher C, unit Yellow 2021).

The study found out that the availability of teachers affects co-teaching. Teachers teaching English were few, as a result the head teacher found it difficult to assign more than one teacher per class to teach English, this came out openly through an interview with the head teacher. Besides, teachers lack some training to handle learners with hearing impairment. For instance, in the three units, the head teachers had master’s degrees. But had not attended any special training courses in SNE, which made it hard to allow the teachers to engage in co-teaching strategy. On the contrary, most of the teachers teaching composition writing attended special education training with several seven trained in hearing impairment and five trained in special needs thus making a total of twelve trainees trained in SNE. Table 4.20 presents data on frequency of co-teaching in English composition.

The study examined how regular learners were taught with more than one teacher at the same time. Learners were asked how frequently more than one teacher taught

them. Table 4.24 presents data on learners' on how frequent one teacher taught them. Their responses were as follows: never 6 (25%), rarely 11 (45.8 %) and sometimes 7(29.2).

Table 4.20: Frequency of co-teaching in English composition writing

	Frequency	Percent
Never	6	25.0
Rarely	11	45.8
Sometimes	7	29.2
Total	24	100.0

(Source: Field Data, 2021)

These findings indicate that, despite the vivid evidence of the benefit of co-teaching, teachers rarely use it to teach composition writing to learners with hearing impaired. This study also examined the experience of learners when taught by more than one teacher a while ago. They were asked about their experiences when taught by more than one teacher. Learner's responses on their experiences were compiled in Table 4.20:

4.7.2 Learners Experience with Group Teaching Strategy

Table 4.21: Learner's experience when taught by more than one teacher

	Frequency	Percent
Very interesting	13	54.2
Interesting	8	33.3
Not interesting	3	12.5
Total	24	100.0

(Source: Field Data, 2021)

The researcher taught with the regular teacher to observe learners' behaviour. The learners felt very excited during the lesson and were active and attentive. Learners indicated that they were able to learn better and understand well when taught by more

than one teacher. Their responses were as follows: Very interesting 13 (54.2%) Interesting 8 (33.3%) and not interesting 3 (12.5%). Further, examination was carried out to determine if there could be an improvement if co-teaching were implemented. Table 4.21 shows the result.

4.7.3 Relationship between Teaching Strategy and Performance

Table 4.7: Co-teaching paired sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Test before intervention	11.53	17	3.262	.791
	Co-Teaching Strategy	15.00	17	3.921	.951

(Source Field Data, 2021).

Table 4.22 presents the paired sample statistics comparing learners' performance before the intervention and after applying the co-teaching strategy. The mean score before the intervention was 11.53 (SD = 3.262), while the mean score after the co-teaching intervention increased to 15.00 (SD = 3.921). This indicates a positive change in learners' performance in English composition following the administration of the co-teaching strategy. The standard error mean decreased slightly from 0.791 to 0.951, suggesting that while the variability slightly increased post-intervention, the overall improvement in mean scores reflects the potential effectiveness of co-teaching in enhancing the composition writing skills of learners with hearing impairment.

However, this can be better if the strategy is used for an extended period. Findings confirm Heisler and Thousand's study which consents that co-coaching strategy is collaborative. The scholars describe the technique as a unique strategy that inspires learning amongst those with disabilities. Murawski has defined co-teaching as "substantively different" from a solo-taught elegance with remote services. This study

found out that co-teaching is significant in handling learners with hearing impairment. The findings conform with Becker’s study which found out that co-coaching was significant in teaching learners and regular schools as a way of mainstreaming.

To further assess the presence of a correlation, a paired-sample correlation analysis was conducted. The data provided in Table 4.23 sheds light on the paired sample correlations and differences between pre-written test scores and the scores achieved through the implementation of the Co-Teaching Strategy.

Table 4.83: Paired sample t-test

Pair	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	T	Df	Sig. (2-tailed)
Pre-written test - Co-Teaching Strategy	3.471	3.642	.883	-5.343 to -1.598	-3.929	16	.001

(Source Field, Data, 2021)

The paired sample t-test results presented in Table 4.23 reveal a statistically significant difference between learners’ performance in the pre-written test and after the application of the co-teaching strategy. The mean score difference was 3.471, with a standard deviation of 3.642 and a standard error of 0.883. The 95% confidence interval for the mean difference ranged from -5.343 to -1.598. The computed t-value was -3.929 with 16 degrees of freedom, and the p-value was .001, which is less than the conventional alpha level of 0.05. This indicates a significant improvement in learners’ English composition performance following the use of the co-teaching strategy. The results suggest that co-teaching was an effective instructional approach for enhancing composition writing skills among Standard Seven learners with hearing impairment in Nairobi City County.

These results reveal that the Co-Teaching had positive impact on learners' English composition performance. Learners exhibited improved performance when this strategy was employed, compared to their performance in the pre-written test. Whereas the moderate positive correlation indicates a relationship between the two sets of scores, it is essential to acknowledge that various other factors may also influence learner performance. Consequently, further exploration and researches are guaranteed to gain more understanding of specific facts of Co-Teaching Strategy which contribute to this improvement. Also, identifying areas for potential refinement within the strategy may prove beneficial for enhancing its overall effectiveness.

4.8 Challenges Faced While Using Selected Teaching Strategy

4.8.1 Teacher Related Challenges

In objective four the researcher sought to determine challenges facing teachers when teaching learners with hearing impairment composition writing in the selected teaching strategy namely group, peer, and co-teaching strategy. Based on the interview results from the teachers regarding challenges in implementing teaching strategies, several themes emerge.

Limited Individualized Attention

One of the issues identified by teachers was the difficulty of delivering personalized attention to each learner in a group setting. Group teaching presents challenges in addressing the specific requirements and learning styles of individual learners, particularly when working with learners with hearing impairment who require additional support and accommodations. Moreover, teachers also mentioned the challenge of managing a diverse range of abilities within a group. Learners with

hearing impairment might exhibit varying levels of language proficiency, communication skills, and writing abilities. Consequently, it was demanding for teachers to design lessons and activities that cater for the individual needs and developmental levels of each learner while simultaneously fostering a cohesive and inclusive learning environment. Teacher A lamented in an interview that:

“Addressing individual needs in group settings, especially with learners with hearing impairment, is challenging. Managing diverse abilities requires tailored lessons, highlighting the need for comprehensive approaches, including sign language and written language.” (Teacher A, from unit Red 2021)

The existing literature further emphasizes various factors which influence learners’ outcomes in this context. These factors include specialized training for teachers, the classroom environment, collaboration between teachers and interpreters, exposure to sign language, and the utilization of assistive devices and visual aids. These factors underscore the significance of adopting a comprehensive approach that encompasses both sign language and written/spoken language, thereby providing learners with diverse linguistic resources to enhance their composition writing skills.

Ensuring Effective Communication

Communication barriers can emerge when employing group teaching methods, particularly concerning learners with hearing impairment. Teachers expressed challenges in ensuring active participation and comprehension of instructions, discussions, and interactions within the group for all learners. Effective communication not only relies on the teacher's sign language skills but also on the learners' ability to clearly understand and express themselves. Existing literature corroborates the identified challenges faced by teachers in providing individualized

attention to learner in a group setting, particularly when working with those who have hearing impairments. Studies conducted by Gamu, Johan, Beebe and Masterson confirm that when it comes to teaching learners with hearing impairment, sign language competency is significant.

However, the study on the ground contradicts the one by Rasenberg, *et al.* which argue that sign language competency alone may not entirely account for learner performance in writing composition. They highlight the influence of multiple modalities on language development. Yonge proposed that while visual communication is crucial for learners with hearing impairments, employing diverse strategies and approaches, such as collaborative writing activities and explicit instruction, can complement visual communication and enhance learner performance.

Maintaining Learner Engagement

Teacher A raised a concern about the task of maintaining active engagement among all learners, with hearing impairment, during group activities. Such learners encounter difficulties in comprehending instructions and following group discussions, leading to reduced participation. Teacher B emphasized the challenge of striking a balance between addressing individual learners' needs and fostering collaborative group work. While it is crucial to offer personalized support to learners with hearing impairment, creating opportunities for them to actively engage and learn from their peers can be demanding. Teacher C acknowledged the need to ensure equal participation and contribution in group discussions, irrespective of learners hearing abilities, by establishing an inclusive classroom environment which minimizes communication barriers.

The findings cited by teacher B support the existing literature regarding the difficulty of keeping all learners, including those with hearing impairment, actively engaged during group activities. Learners with hearing impairment often encounter challenges in following group discussions and understanding instructions, which can result in decreased participation. This underscores the significance of addressing the specific needs of learners and providing individualized support to facilitate their active involvement in group work. Teacher C from Unit Yellow had this to say:

Group teaching poses communication barriers for hearing-impaired learners, impacting their English composition writing performance due to sign language complexity and teacher shortages (Teacher, C, unit Yellow 2021).

Nevertheless, a challenge arises in striking a balance between addressing individual learners' needs and promoting collaborative group work. While individualized support remains crucial, it is equally significant to create chances for learners with hearing impairment to actively collaborate and learn from their peers. This necessitates the establishment of an inclusive classroom environment where all learners feel comfortable expressing themselves, while minimizing communication barriers. To overcome these challenges, teachers can employ various strategies. For instance, incorporating visual aids, assistive devices, and inclusive classroom practices to enhance communication and engagement for learners with hearing impairment (Lersilp, *et al.* Also, providing explicit instruction on written language conventions, engaging in collaborative writing activities, and incorporating peer feedback could complement visual communication and facilitate active participation in group discussions.

Adapting Instructional Materials

Teacher A identified the challenge of modifying instructional materials and resources to cater for the diverse requirements of learners with hearing impairment in a group setting. This entails adapting texts, worksheets, and visual aids to ensure accessibility and engagement for all learners. Moreover, Teacher B emphasized the difficulty of delivering timely and effective feedback to learners during group activities. Balancing individual learners' progress monitoring and overall group management pose a particular challenge, especially when focusing on writing needs of learners with hearing impairment. Furthermore, Teacher C discussed the challenge of fostering effective peer collaboration and support among learners, which might require additional assistance or adaptations for learners with hearing impairment. Establishing a supportive and inclusive peer learning set up is demanding but vital for enhancing learners' outcomes. Teacher A Unit Red stated.

*“Adapting instructional materials for learners with hearing impairment in group settings is challenging. Modifying texts, worksheets, and visual aids ensures accessibility and engagement.”
(Teacher A, Unit Red 2021)*

Teacher C challenges confirm the literature regarding the adaptation of instructional materials, timely feedback provision, and encouragement of peer collaboration for learners with hearing impairment in a group setting. Adapting instructional materials and resources to achieve the diverse requirements of learners with hearing impairment is crucial for ensuring equitable access to learning opportunities. This may involve modifying texts, worksheets, and visual aids to enhance accessibility and engagement for all learners.

Delivering timely and effective feedback during group activities can be demanding, particularly when focusing on writing needs of learners with hearing impairment. Striking a balance between monitoring individual learners' progress and managing group dynamics poses a challenge for teachers. Nonetheless, timely and specific feedback is essential for improving learners' writing skills. Promoting effective peer collaboration and support among learners, including those with hearing impairment, necessitates the creation of a supportive and inclusive peer learning environment. Such learners might require additional assistance or adaptations to effectively engage with their peers, highlighting the importance of fostering an environment where all learners feel included and supported. Teacher C mentioned.

“Fostering effective peer collaboration among learners, including those with hearing impairment, is demanding. Creating an inclusive peer learning environment is vital for better learning outcomes.”
(Teacher, Unit Yellow2021)

To address these challenges, teachers can implement various strategies. Adapting instructional materials might involve the use of visual aids, assistive technologies, and alternative communication modes to ensure accessibility for students with hearing impairment. Providing timely feedback could be facilitated by employing clear assessment criteria and efficient monitoring techniques. Encouraging peer collaboration could be promoted through structured group activities, explicit instruction on collaboration skills, and the cultivation of a positive and inclusive classroom culture.

4.8.2 Challenges Related to Learners

Teacher A expressed that learner with hearing impairment face difficulties in writing composition, specifically in terms of organization skills, coherence of ideas, and the

ability to express themselves effectively on paper. According to Teacher B, the most common mistakes made by these learners include incorrect spelling, improper sentence construction, grammatical errors, and incomplete words. These difficulties arise because these learners rely on written language to express themselves since they do not have speech. The unique grammatical structure of Kenyan Sign Language (KSL), which differs from the rules of written and spoken English, further complicates their writing process.

The findings endorse (Samoei *et al.* study which states that the sense of hearing plays a crucial role in speech development, allowing individuals to organize their thoughts and translate them into written form. However, learners with hearing impairment lack this auditory input and primarily rely on writing to express their ideas. In the Kenyan context, these learners use Kenyan Sign Language (KSL) as their native language, which follows its own grammatical order distinct from written and spoken English. Consequently, they often encounter difficulties in distinguishing between KSL and written English, thus making a blending of the two languages becomes difficult.

The researcher asked teachers the difficulties learners face when writing composition. Teachers identified several areas of difficulty. One of the major difficulties mentioned was lack of organization skills, wherein learners struggle to structure their ideas coherently. They also encounter difficulties in expressing themselves effectively on paper. In addition, teachers found common mistakes such as spelling errors, incorrect sentence construction, grammar mistakes, and incomplete words among these learners. Teacher B had this to say:

“Sense of hearing assists any person to organize speech thus enables one to build up ideas and put them on paper. Learners with hearing impairment have no speech thus their language can only be assessed through writing. Kenyan learners with hearing impairment have their native language (KSL) which has its own grammatical order that does not follow the written or spoken English order thus making it difficult to produce a comprehended write up.” (Teacher B, Unit Blue 2021)

Teacher C's insights shed light on the specific writing difficulties experienced by learners with hearing impairment. These challenges are influenced by their reliance on written language and the unique grammatical structure of KSL. To address these problems and encourage the growth of writing skills, teachers and educators need to use effective strategies tailored to requirements of learners with hearing impairment.

Teacher C had this to say:

“Learners with hearing impairment have limited vocabulary, the KSL order in which learners write in capital letters confuses them more when it comes to writing correct English grammar. They tend to mix capital letters with small letters. They write distorted English and most of them have distorted spellings and letter shaping. Poor handwriting is also a challenge in that learners' handwriting is so much distorted that it becomes difficult to comprehend what they have written and what they mean” (Teacher C, Unit Yellow 2021).

Teacher C's reflections highlight the multifaceted writing difficulties faced by learners with hearing impairments, rooted in their reliance on Kenyan Sign Language (KSL) and its distinct grammatical structure. These learners often struggle with limited vocabulary, inconsistent use of capitalization, and poor spelling, all of which contribute to distorted written English. The mismatch between KSL syntax and English grammar further complicates their ability to express ideas clearly in writing. Additionally, issues such as illegible handwriting and irregular letter formation make their work difficult to read and interpret. These findings underscore the need for educators to adopt targeted, inclusive strategies that accommodate the linguistic and

cognitive requirements of learners with hearing impairments, fostering their writing development more effectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The Chapter provides a summary of the findings, conclusion, and recommendations.

The results were presented in the order of objectives.

5.2 Summary

The findings of this research points to a deeper understanding of how teaching strategies interact with learner characteristics and institutional conditions to shape educational outcomes for learners with hearing impairment. The strong response rate signifies not just methodological soundness, but also a strong interest and engagement among educators and learners in finding a solution to the unique requirements of learners with hearing-impairment. This level of participation may reflect the urgency for inclusive approaches in composition instruction and highlights the readiness of schools to explore strategic reforms.

The demographic data, particularly the balance in gender and age distribution, suggest that hearing-impaired learners require extended academic support, often remaining in school longer than their hearing peers. This implies that learning delays or barriers related to hearing loss are not just instructional but systemic, requiring schools to rethink progression policies and curriculum pacing. Age, in this context, becomes more than a statistic. It reflects accumulated educational experience, maturity, and resilience, all of which can be leveraged to tailor teaching strategies that build on the learners' existing knowledge and lived experiences.

Moreover, the study's examination of age underscores a broader implication: older learners may possess greater cognitive readiness and life experience that contribute to better writing performance, suggesting that interventions should not adopt a one-size-fits-all model. Educators and policymakers need to consider differentiated instruction not just in terms of ability but also age and developmental stage. This chapter speaks to the need for an education system that adapts flexibly to the diverse trajectories of learners with hearing impairment, ensuring that teaching strategies align not only with their linguistic needs but also with their developmental and psychosocial realities.

The findings on English composition writing before administering test reveal far more than the performance levels themselves. It indicates systemic and pedagogical challenges embedded within the learning environment for learners with hearing impairment. The consistently low scores in English composition writing, even before intervention, signal that the learners' struggles are not isolated incidents but rather symptoms of deeper structural and instructional gaps. Teachers' reflections indicate that low performance is not simply due to learner disinterest or ability, but is deeply influenced by insufficient teaching time, lack of exposure to writing activities, limited instructional resources, and a reliance on rigid or traditional pedagogies. The implications here are profound: meaningful improvement in writing performance will not come merely through content delivery but through a transformation in how teaching is approached making room for methods that are interactive, inclusive, and sensitive to the learners' needs.

Another key insight is the influence of language structure, particularly how the use of Kenya Sign Language (KSL), with its distinct syntactic order (Object-Subject-Verb),

interferes with learners' ability to internalize and apply the English language structure (Subject-Verb-Object). This linguistic interference means that teaching strategies must not only deliver content but must actively mediate between the learners' native sign language and the structure of written English. The implication is that bilingual or contrastive pedagogies are not optional but essential. When teachers continue to rely heavily on memorization without contextual or meaning-focused practices like creative writing, dramatization, or peer interaction, learners are denied the chance to engage thoroughly with language as a medium of thought and expression.

Moreover, the study's findings speak to a misalignment between curriculum expectations and classroom realities. Learners with hearing impairment are expected to perform under the same evaluative conditions as their hearing peers, yet the system does not equip them with equivalent support. Teachers are often not adequately trained in alternative pedagogical strategies and lack critical teaching aids, leading to feelings of frustration and diminished instructional quality. The meaning behind this is clear: there is a pressing need for systemic reform that includes curriculum adaptation, teacher training, and resource investment. Only then can teaching strategies truly serve their intended function to uplift and empower learners with hearing impairment through equitable and effective education.

The findings on objective one highlight both the potential and the limitations of the group teaching strategy in enhancing English composition performance among learners with hearing impairment. While data from classroom observations and learner feedback suggest that group teaching promotes engagement, collaboration, and participation, especially among otherwise reserved learners, these positive

experiences did not translate into statistically significant improvements in test performance. This suggests that the value of group teaching may lie more in how learners experience learning through peer interaction, shared idea generation, and reduced anxiety rather than in immediate academic gains measurable through standardized scores. The implication here is that group teaching is pedagogically valuable, but its impact on performance may take longer to manifest and is better assessed through holistic or formative assessments rather than summative metrics alone.

Another significant implication is the divergence in perceptions between teachers and learners. Most teachers expressed skepticism about the strategy's effectiveness, citing challenges in implementation, especially in assessing individual contributions within groups. Meanwhile, most learners reported enjoying group work and finding it helpful, as it allowed for idea sharing and peer-supported learning. This gap suggests a need for professional development to equip teachers with the tools and confidence to implement and assess group strategies effectively. The fact that learners favor group activities indicates that when appropriately facilitated, group work can create inclusive, learner-centered environments that align with the collaborative learning requirements of learners with hearing impairment.

While the statistical analyses (ANOVA and paired t-tests) did not find a significant difference between pre- and post-intervention scores, this should not be interpreted as a dismissal of group teaching's value. Rather, the minimal mean increase and reduced variance post-intervention suggest that the strategy may help stabilize learning across diverse ability levels. The key takeaway is that the effectiveness of group teaching is

contingent on context, duration, teacher preparedness, and alignment with learners' needs. For sustainable impact, group teaching must be implemented over longer periods and supplemented with targeted teacher training, differentiated assessment methods, and consistent learner feedback. Without these systemic supports, the strategy's benefits risk being underutilized or misjudged, despite its clear potential to enrich the learning experiences of hearing-impaired students.

The findings on second objective the peer-assisted teaching as a pedagogical strategy with both promise and limitations in the context of English composition instruction for learners with hearing impairment. At a surface level, the strategy facilitates engagement, collaboration, and mutual support among learners. Learners enjoy working together, appreciate the sense of peer collaboration, and often find peer interaction less intimidating than teacher-centered instruction. These emotional and social benefits support a more inclusive classroom culture and are consistent with the goals of equitable learning. However, this enthusiasm did not translate into statistically significant gains in writing performance, particularly in grammar and vocabulary, two areas crucial for successful composition writing.

This disconnect between perceived value and measurable academic impact reveals important insights. One is that peer-assisted teaching in this context tends to support general comprehension and confidence, rather than skill-specific mastery. Learners may understand concepts more easily from their peers due to shared sign language nuances or comfort in communication, but this comprehension does not automatically improve written English output. This is compounded by the structural mismatch between Kenyan Sign Language (KSL), which follows an Object-Subject-Verb order,

and English, which uses Subject-Verb-Object. Without explicit instruction to bridge this linguistic gap, learners are likely to continue struggling to convert peer-shared ideas into grammatically correct compositions.

Furthermore, although teachers praised peer teaching for its potential, the actual implementation was minimal and inconsistent, as revealed by learners' reports. Most had little to no experience working in pairs, which suggests a lack of systematic integration of peer-assisted strategies in classroom practice. This points to a gap between teacher beliefs and classroom realities, and suggests that institutional constraints (e.g., time, training, or curriculum demands) may prevent the consistent use of strategies that teachers know are potentially effective. Therefore, the limited impact of peer-assisted learning may not reflect the strategy's inadequacy, but rather its poor execution and short duration. For peer teaching to become truly effective, it needs structure, sustained application, teacher facilitation, and support systems tailored to the specific linguistic and cognitive needs of learners with hearing impairment.

On the third objective, the co-teaching strategy offers the most compelling evidence so far that instructional strategies can significantly affect composition performance among learners with hearing impairment. In contrast to group and peer-assisted teaching, co-teaching produced statistically significant improvements in learners' writing scores. The mean composition score increased meaningfully from 11.53 to 15.00, and the paired-sample t-test confirmed this change was not by chance ($p = .001$). This indicates that when two teachers collaborate in delivering instruction whether through shared responsibility, differentiated roles, or simultaneous

facilitation learners benefit not only in terms of engagement, but also in measurable academic outcomes. The implication is that co-teaching brings about a substantive instructional transformation that helps bridge learning gaps more effectively than strategies executed by a single instructor.

Despite this success, the study also reveals the structural and institutional barriers preventing widespread use of co-teaching. Teacher shortages, lack of administrative support, and insufficient training in special needs education all limit its adoption. While head teachers were academically qualified, most lacked specialized training in collaborating with learners with hearing impairments, making it difficult to support or implement co-teaching effectively. This highlights a critical gap between policy aspirations and classroom realities. For co-teaching to be scaled and sustained, there needs to be deliberate investment in teacher professional development, institutional culture change, and resource allocation. The effectiveness of the strategy is not inherent in simply having two teachers in a room; it emerges from coordinated efforts, shared goals, and complementary expertise.

Most importantly, learners themselves expressed high levels of enjoyment and engagement when taught by more than one teacher, reinforcing the social-emotional value of co-teaching. The strategy did not only enhanced academic outcomes but also created a supportive learning setup where learners felt seen, heard, and empowered. This aligns with inclusive education principles, emphasizing that instruction should address both cognitive and affective needs. The findings suggest that while co-teaching requires logistical planning and collaboration, its benefits are tangible, particularly for learners with hearing impairments whose educational needs often span

beyond traditional instructional approaches. The positive correlation between teaching strategies and composition performance further validates this, calling on stakeholders to prioritize inclusive, team-based teaching models in special education contexts.

On challenges the study revealed that despite the theoretical promise of group, peer-assisted, and co-teaching strategies, teachers face significant practical and systemic barriers when applying these methods to English composition instruction for learners with hearing impairment. These challenges are not simply logistical; they are deeply pedagogical and rooted in communication complexity, learner diversity, and inadequate support structures. Teachers' struggles to provide individualized attention in group settings highlight a major contradiction: inclusive methods like group teaching are intended to benefit all learners, yet without the right adaptations and resources, they can exclude those who need the most support. The varied language proficiencies and communication styles among hearing-impaired learners make it difficult to apply uniform strategies, reinforcing the need for highly differentiated instruction that integrates both sign language and written English in a seamless, linguistically sensitive way.

Moreover, the issue of communication barriers and learner engagement exposes how hearing impairment complicates group dynamics and classroom participation. Teachers noted that even when learners understand content through peer or teacher signs, converting that knowledge into coherent, grammatically accurate written English is difficult due to the structural differences between Kenyan Sign Language (KSL) and English. This underscores a deeper linguistic issue: KSL is the learners' primary language, and it operates under a different grammatical framework, which

learners tend to transfer into their writing. This linguistic interference is not a matter of carelessness or intelligence, but of language dominance and modality mismatch—a reality that conventional instructional methods often overlook. This suggests that writing instruction must be bilingual and contrastive, intentionally helping learners navigate the shift from visual-manual language to written text.

On the learner side, the findings show that hearing-impaired students face cognitive-linguistic hurdles compounded by lack of speech-based feedback loops. Their difficulties with spelling, grammar, organization, and handwriting are not just mechanical issues they reflect deeper struggles with internalizing a language (English) that lacks constant real-time reinforcement for them. These challenges call for interventions beyond strategy labels; what is needed is a comprehensive, multimodal instructional framework that includes adapted materials, explicit writing instruction, use of visual aids, and ongoing, individualized feedback. This also involves cultivating teachers' capacities to manage the emotional and cognitive complexities of inclusive writing instruction. In short, these findings mean that effective teaching for hearing-impaired learners in composition requires not just strategy selection, but systemic transformation in teacher training, curricular design, and classroom resource provision to make inclusion truly functional and equitable.

5.3 Conclusions

Based on evaluation of the research's outcomes it can be concluded that selected teaching strategies examined in this study affect the performance of English composition writing among learners with hearing impairment in Nairobi City County. For instance, the baseline performance indicated that learners with hearing

impairment consistently underperform in English composition due to structural linguistic barriers, curriculum rigidity, and insufficient instructional support. Their low scores prior to any intervention were not merely a reflection of cognitive incapacity but indicative of a systemic mismatch between learner needs and the educational framework. This confirms that without appropriate adaptation in pedagogy and content delivery, learners with hearing impairments are at a persistent disadvantage in written language tasks.

On Group Teaching Strategy, while learners demonstrated increased engagement and expressed positive experiences, the statistical findings indicated only minimal academic improvement. This implies that group teaching, when poorly implemented or inadequately structured, fails to sufficiently meet the individualized linguistic and cognitive needs of hearing-impaired learners. The strategy's modest effect suggests it may serve best as a supplementary, not standalone, method especially if learners are not carefully grouped or given equal participation opportunities. Thus, group teaching has potential but lacks impact when deployed without scaffolding and sustained teacher facilitation.

For Peer-Assisted Teaching, the findings point to a disconnect between the perceived benefits of the strategy and its actual implementation. Although peer-assisted learning created an inclusive social environment and was viewed favorably by teachers and learners alike, it did not yield statistically significant gains in composition writing. This suggests that peer teaching is not inherently ineffective, but its success depends heavily on deliberate pairing, structured tasks, and content-sensitive guidance. In the context of learners with hearing impairment, where syntactic and vocabulary

challenges are acute, unstructured peer interaction may reinforce errors rather than correct them.

On Co-Teaching Strategy, the evidence was the strongest. Co-teaching resulted in statistically significant improvement in learners' performance, indicating that shared instructional responsibility enhances linguistic access, reinforces comprehension, and enables tailored support. Importantly, learners also reported higher engagement and understanding. However, the limited use of this strategy due to staffing constraints and lack of SNE-specific administrative training signals an implementation gap. Co-teaching appears to be the most effective among the strategies studied but requires institutional restructuring and policy support to be sustainable.

In addition, these teaching strategies face challenges; the effectiveness of any strategy is mediated by teacher preparedness, learner characteristics, and classroom context. Teachers struggle with modifying materials, managing group dynamics, and addressing diverse learner needs. Learners themselves face structural language barriers due to the syntactic divergence between KSL and written English. This reinforces the need for comprehensive reform not only in teaching strategies but in curriculum design, teacher training, and classroom resource allocation.

Furthermore, the study concludes that systemic challenges remain a major barrier to effective instruction. These include limited teacher training in special needs education, insufficient classroom resources, communication barriers due to sign language structure, and misalignment between curriculum expectations and learners' linguistic capabilities. The outcomes reaffirm that learners with hearing impairment face unique challenges in writing, particularly in grammar, vocabulary, and sentence

construction, often influenced by the syntactic interference of Kenyan Sign Language. The study, therefore, underscores the need of adopting a thorough, inclusive, and linguistically sensitive approach to teaching writing. This should incorporate specialized teacher training, co-teaching models, adapted instructional materials, and restructured assessment methods.

Ultimately, the study concludes that improving English composition performance among learners with hearing impairment is not solely a matter of selecting a teaching strategy, but rather a multifaceted endeavor that requires policy reform, investment in inclusive education, and a pedagogical shift toward learner-centered, accessible, and adaptive instruction. Stakeholders must work collaboratively to create an enabling environment where all learners, regardless of their hearing ability, are supported to develop the linguistic, cognitive, and expressive skills necessary for academic success.

5.4 Recommendations

Based on the outcomes, there is a pressing need for strengthening teachers training in inclusive and bilingual pedagogies. Teachers must be equipped not only with basic Kenyan Sign Language (KSL) competency but also with the pedagogical skills required to bridge the linguistic gap between KSL and written English. Pre-service and in-service training programs should include modules on differentiated instruction, bilingual grammar instruction, and the utilization of visual aids and assistive technological devices. This will empower teachers to address the unique syntactic and communicative requirements of learners with hearing impairment, especially in composition writing, where the structure and logic of English differ markedly from

KSL. Furthermore, teachers must be trained in developing and delivering explicit instruction in written grammar, sentence construction, and vocabulary development tailored to deaf learners' cognitive and linguistic profiles.

In addition to teacher capacity building, the implementation and institutional support for co-teaching should be prioritized. Co-teaching emerged as the most effective strategy in this study, leading to statistically significant improvement in composition performance. However, its adoption remains limited due to staffing shortages and insufficient administrative commitment. School administrators and policymakers should consider restructuring teaching allocations to allow for team-teaching in language-intensive subjects such as English. This could be achieved through strategic deployment of special needs educators and general educators in collaborative instructional settings. Co-teaching not only improves academic outcomes but also provides learners with more individualized attention, varied instructional input, and a supportive environment conducive to engagement and retention of skills. Moreover, curriculum planners should support co-teaching through integrated lesson plans that encourage the blending of visual and textual instruction, thereby creating a holistic learning experience for learners with hearing impairment.

Equally it is important to review and adapt instructional resources, classroom practices, and assessment tools to foster inclusivity. Schools should invest in inclusive teaching materials such as modified texts, picture-based stories, grammar workbooks, and captioned audiovisual content. Classrooms should be equipped with visual aids, communication boards, and assistive devices such as hearing aids and speech-to-text tools. Teachers should be supported to adapt instructional materials to accommodate

learners with diverse language backgrounds and cognitive levels. Group and peer-assisted learning strategies should be restructured to include clearly defined learner roles, collaborative writing exercises, and opportunities for peer feedback. While these strategies did not yield statistically significant improvements in scores, they fostered higher levels of learner interest, participation, and emotional engagement. Additionally, assessment practices should shift towards more formative approaches, with an emphasis on progress tracking, continuous feedback, and the use of individualized learning plans. Policymakers and curriculum developers must recognize that learners with hearing impairment require flexible curriculum structures that prioritize language development over standardized competition. Only through systemic reforms, stakeholder collaboration, and sustained investment in inclusive education will the performance of learners with hearing impairment in English composition be meaningfully improved.

The study established a disconnect between teachers' limited adoption of group teaching strategies and learners' positive inclination towards collaborative group work. While the quantitative data indicated a non-significant effect of group teaching on composition performance, the qualitative feedback from learners suggests untapped potential. Therefore, it is recommended that heads of primary school for learners with hearing impairment in Nairobi City County implement regular and focused supervisory practices specifically targeting the effective utilization of group teaching strategies in composition writing lessons. This supervision should aim to monitor the frequency, structure, and facilitation of group activities. Furthermore, to bridge the identified perceptual gap and enhance teachers' pedagogical skills, continuous professional development initiatives, such as in-service training

workshops, should be organized. These workshops should equip teachers with practical strategies for designing and managing effective group tasks, addressing potential challenges, and maximizing the benefits of peer interaction for improving composition writing skills. The curriculum implementers should also explore ways to integrate group work more explicitly into the English composition syllabus for learners with hearing impairment, providing clear guidelines and examples for teachers.

The findings indicated that while peer-assisted learning showed a slight positive influence on learners' writing skills, its implementation was infrequent, with learners rarely being paired for assignments. To leverage the potential benefits of peer interaction in developing writing proficiency, it is strongly recommended that teachers are provided with comprehensive in-service training on the principles and practical application of peer-assisted learning strategies in composition writing. This training should cover various pairing techniques, structured peer feedback methods, and strategies for facilitating effective collaboration between learners of different ability levels. Educational administrators should encourage and support teachers in incorporating peer-assisted learning as a regular component of their teaching methodology. Clear guidelines on how to effectively pair learners, considering varying abilities (e.g., pairing stronger with weaker writers for mutual benefit), and how to structure peer feedback sessions should be provided. Integrating peer assessment activities into the composition writing curriculum, with appropriate scaffolding and teacher guidance, could further promote its consistent use and effect on student learning outcomes.

The study highlighted that the infrequent use of co-teaching strategies, despite their positive impact on learners' composition performance as evidenced by improved post-test scores, was primarily due to a lack of sufficient human resources. To effectively implement co-teaching and capitalize on its potential to enhance learning outcomes for learners with hearing impairment, it is imperative that the government and relevant stakeholders prioritize the allocation of adequate human resources to these educational primary schools. This includes employing enough qualified teachers, including special education experts, to facilitate collaborative teaching models. Advocacy efforts should be directed towards policymakers to recognize the specific staffing needs of schools and units catering to learners with hearing impairment. In the interim, schools could explore creative and collaborative scheduling models to maximize the impact of available personnel, such as shared teaching responsibilities across different classes or grade levels where feasible. Furthermore, exploring partnerships with teacher training primary schools to provide student teacher support or volunteer educators could offer temporary relief to staffing shortages.

Beyond the specific strategies, it is recommended that teachers engage in continuous professional development to stay abreast of emerging and effective strategies for teaching English composition writing to learners with hearing impairment. The government and educational bodies should proactively initiate and support regular, specialized training programs focused on the unique requirements of these learners. Finally, this study suggests that a multi-faceted approach, incorporating a variety of productive teaching strategies tailored to the specific learning styles and challenges of learners with hearing impairment, is crucial for improving their performance in English composition writing. Further research could explore the optimal combination

and sequencing of these strategies for maximum impact.

Policy recommendations from this research emphasize the need for government and educational stakeholders to prioritize teacher training in diverse, learner-centered strategies like group and peer teaching for learners with hearing impairment. Increased resource allocation is crucial to address human resource shortages hindering co-teaching implementation. Regular supervision and curriculum adjustments should promote the adoption of effective, research-backed pedagogical approaches in English composition. Policymakers should also invest in ongoing research to identify and scale evidence-based activities tailored to the unique needs of this learner population.

5.5 Suggestions for Further Research

The following areas are suggested for further research:

a) Comparative Effectiveness of Bilingual Instructional Models

Given the linguistic interference caused by the structural differences between Kenyan Sign Language (KSL) and English, there is a strong case for studying the efficacy of bilingual or contrastive language instruction models. Future research could compare English composition outcomes under:

- Monolingual English instruction
- Bilingual KSL-English models
- Transitional models (KSL used initially, gradually phased into English)

Such studies would provide empirical evidence to support the development of a linguistically sensitive curriculum for learners with hearing impairments.

b) Impact of Technology-Enhanced Instruction on Composition Performance

The current study highlights challenges related to instructional material adaptation and communication barriers. Future studies should examine how assistive technologies (e.g., captioned videos, speech-to-text tools, visual storytelling software, digital writing aids) influence composition learning. Such research could be explored:

- Accessibility and engagement levels
- Grammar and vocabulary development
- Learner autonomy and motivation

This would provide practical guidance for integrating inclusive technologies in special education.

c) Influence of Teacher Attitudes and Sign Language Proficiency on Instructional Outcomes

Future research should investigate the correlation between teachers' sign language fluency, attitudes toward inclusion, and learners' academic performance. It would be valuable to explore whether:

- Teachers with higher KSL proficiency produce better learning outcomes.
- Positive attitudes toward deaf education correlates with more innovative or empathetic instruction

This could inform targeted professional development and policy interventions.

d) Classroom Dynamics and Peer Interaction Patterns

Since group and peer teaching strategies produced limited impact, future studies should analyze how learners with hearing impairment interact with peers during

writing tasks especially in mixed-ability or mixed-disability classrooms.

Observational research using interaction analysis could help understand:

- How group roles are distributed
- How leadership or withdrawal behaviors emerge
- Whether peers reinforce or correct language errors

These insights could optimize the design of collaborative activities.

e) Institutional and Policy Barriers to Inclusive Strategy Implementation

Finally, further research should investigate school-level and systemic constraints (e.g., staffing, funding, curriculum rigidity) that limit the use of effective strategies like co-teaching. Mixed-methods studies can examine how administrative culture, workload distribution, and national policy frameworks influence the success or failure of inclusive teaching strategies in practice.

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APPENDICES

Appendix I: Consent Form

Introduction

Dear respondent,

I am a Postgraduate student in the Faculty of Education (Special) at Kenyatta University. I am conducting a study on Teaching Strategies' and their Effectiveness on English Composition Performance among Standard Seven Learners with Hearing Impairment in Nairobi City County, Kenya. I humbly ask you to reply to the questions in the questionnaire by answering in the spaces that are provided or by ticking where necessary. All the answers provided will be treated with the utmost confidentiality.

Please desist on identifying yourself on the questionnaire.

Thank you in advance.

Yours faithfully



Appendix II: Standard 7 Pupils Questionnaire

Section i: Learners' background information

1. Name of the school.....
2. Gender: i) Male () ii) Female ()
3. How old are you?
i) 10-15 () ii) 16-20 ()
4. For how long have you been in this school?
(i) 0-1 years () (ii) 2-3 years () (iii) 4-5 years ()
(iv) 6 years and above ()
5. Which type of hearing loss do you have ?
i) Acquired () ii) Congenital ()

Section ii: Standard 7 Previous Composition Writing Performance

1. Do you enjoy composition writing lessons?
i) always () ii) sometimes () iii) rarely () iv) never ()
2. How regular are you exposed to composition writing?
i) Once a week () ii) twice in a week ()
iii) Once in a month () iv) two times in a month ()
3. Do you think composition writing helps you to improve your English performance?
i) always () ii) sometimes () iii) rarely () iv) never
4. Do you think the number of lessons on composition writing are sufficient?
i) Yes () ii) No ()

5. Which strategy does the teacher use for your composition writing?
- i) memorization () ii) group teaching () iii) co-teaching ()
- iv) peer tutoring () v) any other

Section iii: Effect of group teaching strategy on English Composition

Performance among Standard Seven learners with hearing impairment.

1. How often do you work in small groups with your classmates?
- i) always () ii) sometimes () iii) rarely () iv) never ()
2. What was your experience working in small groups?
- i) very interesting ii) interesting iii) not interesting
3. Do you like working in small groups other than working as an entire class with the teacher leading the process?
- i) Yes () ii) No ()

Section iv: Effect of peer assisted teaching strategy on English Composition

Performance among Standard Seven learners with hearing impairment

1. How often do you work in pairs in your class?
- i) always () ii) sometimes () iii) rarely () iv) never ()
2. What was your experience while working with peers?
- i) very interesting () ii) quite interesting ()
- iii) interesting () iv) not interesting ()
3. Do you like working in peers other than working as a total class with the teacher leading the process? i) Yes () ii) No ()

Section v: Effect of co-teaching strategy on English Composition Performance among Standard Seven learners with Hearing Impairment.

1. How often are you taught by more than one teacher at the same time?
i) always () ii) sometimes () iii) rarely () iv) never ()

2. Do you like being taught by more than one teacher at the same time other than one teacher? i) Yes () ii) No ()

3. What was your experience when you were taught composition writing by more than one teacher?
i) very interesting () ii) quite interesting () iii) interesting ()
iv) Not interesting ()

4. Now that you have been taught composition writing using various strategies, Which one do you think is more effective?
.....
.....

Appendix III: Standard 7 Teacher's Questionnaire

Section i: Démographic Information

Carefully mark with a tick (✓) where appropriate

1. Gender: Male () Female ()
b) How old are you
i) 25-30 ii) 31- 36 iii) 36 and above
2. What is your highest level of professional qualification?
i) P1 () (ii) Diploma () iii) Degree () iv) Masters () v) PhD ()
3. What is your level of training in Special Needs Education?
i) short course () ii) Certificate () iii) Diploma () iv) Degree ()
v) Masters () vi) PhD ()
4. For how many years have you taught English composition writing to learners with hearing impairment?
i) Less than one year () ii) 1-5 years () iii) Six and above years ()

Section ii: Previous Composition Writing Performance of Standard Seven

Learners with hearing impairment

1. a. How many learners are there in your class?
i) less than 5 () ii) 5-10 () iii) 10-15 ()
iv) 15 and above ()
- b. Does the number of learners in class affect your effective teaching?
i) Yes () ii) No ()
- c. If yes in (1b) to what extent does this affect teaching?
i) To a large extent ()

- ii) To some extent ()
 - iii) To a small extent ()
 - iv) Not sure ()
2. What is the current performance of your learners in English composition?
- i) below average () ii) average () iii) above average ()
3. Do you feel adequately prepared to teach composition writing?
- i) Not Always () ii) Sometimes () iii) Always ()
- 4 a. Do you find it easy communicating with hearing-impaired learners?
- i) Yes () ii) No ()
- b. If no in (8a), how does this influence your teaching?
- i) To a large extent ()
 - ii) To some extent ()
 - iii) To no extent ()
 - iv) Not sure ()
- 5 a. Does lack of hearing devices for learners in class influence your teaching?
- i) Yes () ii) No ()
- b. If yes in (9a) to what extent has lack of hearing devices influenced your effective teaching?
- i) To a large extent ()
 - ii) To some extent ()
 - iii) To no extent ()
 - iv) Not sure ()
6. Does the school provide storybooks for reading to learners?
- i) Yes () ii) No ()

7. What challenges do you encounter while teaching composition writing to learners with hearing impairment? You can tick more than one.
- Incompetence in sign language ()
- Inadequacy of Teaching/Learning resources ()
- Inadequate time ()
- Handling large numbers of learners ()
8. How do you cope with these challenges? You can tick more than one.
- i) Attend classes in sign language
- ii) Embrace co-teaching ()
- iii) Source teaching learning resources externally ()
- iv) Organize for extra lessons ()
- v) Teach in small groups ()
9. What are the common mistakes made by your learners in composition writing? You can tick more than one.
- i) Spelling ()
- ii) Sentence construction ()
- iii) Grammar ()
- iv) Incomplete words ()
- v) Incomplete sentences ()
10. How do you correct/give feedback when learners make mistakes?
- i) Pointing them out on the blackboard ()
- ii) Correcting individually ()
- iii) Telling learners to repeat writing ()
- iv) Ignoring the mistakes and moving on ()

11. What strategies do you use to teach writing skills?

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

12. What teaching /learning materials do you use to teach composition writing?

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

Section iii: Effect of group teaching strategy on English composition performance among Standard Seven learners with Hearing Impairment.

1. a. Have you ever tried teaching English composition using group?

instructional strategy?

- i) No () ii) Yes ()

b. How did you find group teaching during your teaching in English?

composition writing?

- i) Quite enjoyable () ii) enjoyable ()
iii) less enjoyable ()

c. If yes in (1a) what your results were? i)

Very good () ii) good () iii) average ()

iv) below average ()

2. Which challenges did you face when teaching using group teaching strategy?

3. What is your opinion on the use of group instructional strategy for composition writing to learners with hearing impairment?

.....

.....

.....

.....

.....

Section iv: Effect of peer assisted teaching strategies on English composition performance among Standard Seven learners with Hearing Impairment.

1. a. Have you ever tried teaching English composition using peer tutoring strategy?
 - i) No () ii) Yes ()

How did you find peer- tutoring during your teaching in English? composition writing?

 - i) Quite enjoyable () ii) enjoyable ()
 - iii) less enjoyable ()
 - iv) If yes in (1a) what were your results?
 - v) very good () ii) good ()

2. iii) average () iv) below average ()

3. Which challenges did you face when teaching using peer teaching strategy?
-
-
4. What is your opinion on the use of peer tutoring strategy for composition writing to learners with hearing impairment?
-
-
-

Section v: Effect of Co- teaching strategy on English Composition Performance among Standard Seven learners

1. a. Have you ever tried teaching English composition using co-teaching strategy?
- i) No () ii) Yes ()
- b. How did you find co-teaching during your teaching of English composition writing?
- i) Quite enjoyable () ii) enjoyable ()
- iii) less enjoyable ()
- c. If yes in (1a) what were your results?
- i) Very good () ii) good () iii) average ()
- iv) below average ()

2. Which challenges did you face when using co-teaching strategy?
.....
.....

3. What is your opinion on the use of co-teaching strategy for composition writing to learners with hearing impairment?
.....
.....

4. In your own opinion as a teacher of English composition, which is the best strategy for teaching composition writing?

Appendix IV: Interview Guide for the Head Teachers

- 1) What is your professional qualification as a teacher?
 - a) How old are you?
 - b) Do you have any training in Special Needs Education?
 - c) If so, what is your area of specialization?
 - d) How many teachers are trained in hearing impairment?
 - e) How many learners do you have in the school?
 - f) What is the enrolment of classes seven?
 - g) How do you source hearing aid devices in the school?
 - h) Are the hearing aids adequate and well fitted to suit the learners with hearing impairment?
 - i) How regularly do you supervise teachers in their teaching exercises?
 - j) How often do you inspect learners' composition books?
- 2) In your own opinion, which teaching strategies can improve English composition performance:
- 3) What is the overall performance of learners in English in K.C.P.E.?
- 4) What are the significant challenges facing the teachers of English?
- 5) How do you cope with these challenges?

Appendix V: Observation Guide

Name of the institution:

Class: Time: Roll:

Lesson topic:

Observation areas	Performance indicators	what was observed	Observer's rating (1-5)
1. Introduction and lesson organization	Review of the previous lesson State objective of the current study! Quality of introduction: capture learner's interest		
2. Content delivery	Master of content in line with the syllabus Teaching with lesson notes and lesson plan Summarize the lesson by highlighting key points! Covering lessons within the stipulated time		
3. Teaching method/Techniques	Use of appropriate method (question and answer, discussion, demonstration) use of appropriate learning /teaching aids use of varied teaching methods demonstration/innovation and creativity in teaching. Ability to stimulate learners.		
4. Learner involvement and communication	answering and asking questions observation discussion and presentation discovery and presentation.		

5. Classroom management	Arrangement of desks to enable a teacher to reach individual learners moving in class to observe learners' work no chorus answers/ know learners by name. cleanliness of the classroom.		
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Table 2: Number of compositions written monthly.

Class	No.	Excellent	Good	Fair	Poor
7					

Appendix VII: Research Approval



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
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P.O. Box 43844, 00100
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Tel. 8710901 Ext. 57530

Our Ref: E83/31807/15

Date: 10th June, 2021

The Director General,
National Commission for Science, Technology & Innovation,
P.O. Box 30623-00100,
NAIROBI

Dear Sir/Madam,

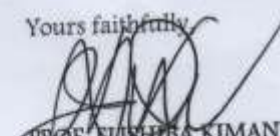
RE: RESEARCH AUTHORIZATION FOR MS. JUDITH Y. OPIYO - REG. NO. E83/31807/15

I write to introduce Ms. Opiyo who is a Postgraduate Student of this University. She is registered for a Ph.D. degree programme in the Department of Early Childhood & Special Needs Education in the School of Education.

Ms. Opiyo intends to conduct research for Ph.D. thesis entitled, "Influence of Selected Teaching Strategies on English Composition Performance I Schools for Learners with Hearing Impairment in Nairobi City County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully


PROF. ELISHBA KIMANI
DEAN, GRADUATE SCHOOL



RM/cao

TEACHERS SERVICE COMMISSION

Telephone: Nairobi 020-
2361752
Email: cdirnairobi@tsc.go.ke

nairobiregion.hqs@gmail.com
When replying please quote



TSC NAIROBI REGION
NYAYO HOUSE 14TH FLOOR
P.O BOX 49416 - 00100
NAIROBI, KENYA

Date: 6th July, 2021

Ref. NR/TSC/NC/R.A/51/64

**The Principals/Headteachers
Special Schools
Nairobi Region**

RE: RESEARCH APPROVAL FOR Ms. JUDITH OPIYO

The above named is a PHD student at Kenyatta University. She has been authorized to carry out research on performance of learners with Hearing Impairment in Nairobi Region from the month of July, 2021 to November, 2021.

Kindly accord her the necessary assistance.

**JANE NJAGE
TSC REGIONAL DIRECTOR
NAIROBI**



CC: **The Secretary/CEO
Teachers Service Commission**

**The Regional Director of Education
Nairobi**

Appendix VIII: Research Permit


REPUBLIC OF KENYA
National Commission for Science, Technology and Innovation

Ref No: 386210

**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Date of Issue: 02/July/2021

RESEARCH LICENSE




This is to Certify that Ms. Judith YABBI opyo of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: INFLUENCE OF SELECTED TEACHING STRATEGIES ON ENGLISH COMPOSITION PERFORMANCE IN SCHOOLS FOR LEARNERS WITH HEARING IMPAIRMENT IN NAIROBI CITY COUNTY, KENYA for the period ending: 02/July/2021.

License No: NACOSTIP/21/11557

386210
Applicant Identification Number

**Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Verification QR Code



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