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THE INTRODUCTION OF SOUTH AFRICAN SIGN LANGUAGE AS A FIRST LANGUAGE SUBJECT IN SCHOOLS FOR THE DEAF IN GAUTENG: TEACHERS' EXPERIENCE

By

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8910575A

A thesis submitted to the Faculty of Humanities, University of the Witwatersrand, Braamfontein, in fulfilment of the requirements of the degree of Doctor of Philosophy (PhD)

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June, 2020

DECLARATION

I declare that this thesis is my own work. The thesis is being submitted for the degree of Doctor of Philosophy at the University of the Witwatersrand, Braamfontein in South Africa. I confirm that this thesis has not been submitted before for any degree or examination at any other institution for higher education.

_____

Lucas Matsobane Magongwa

____ day of _____ in the year of 2020

DEDICATION

I dedicate this thesis to my mother, Ramasela, my wife, Rebecca, my children: Kealeboga, Mokgaetsi and Malose and to the current and future generations of educators of Deaf students in Africa and beyond.

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The research study that culminated into this thesis was not undertaken in a vacuum. As I moved along the research journey, there have been many people who prayed for me and believed in me and my ability to finish the race. I thank each and every one for their assistance, contributions, friendship, patience, time and understanding in finally completing this thesis. In particular, I thank the twenty-six (26) South African Sign Language (SASL) teachers and Deaf teaching assistants in schools for the Deaf in Gauteng for their willingness to participate in my research study. I am grateful for their voluntary involvement in the research study, along with the time and the expertise they freely shared with me. The experiences and perceptions you shared with me will always be remembered and treasured. Thank you for sharing with me and trusting me.

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ABSTRACT

This Doctor of Philosophy (PhD) thesis is about the exploration of the experiences of South African Sign Language (SASL) teachers and Deaf teaching assistants during the introduction of SASL as a Home Language subject in seven schools for the Deaf in Gauteng, South Africa. The research study focused on SASL teachers and Deaf teaching assistants' experiences and perceptions of the new SASL Curriculum Assessment Policy Statement (CAPS) and its implementation. The SASL curriculum was being implemented officially for the first time in the history of Deaf Education in South Africa. Thus, the first-hand input from SASL teachers and Deaf teaching assistants about their experiences and perceptions of the implementation process was worthy of a review. The impact of the experiences of the SASL teachers and Deaf teaching assistants on their pedagogical strategies was also investigated.

The research study upon which this thesis is based was qualitative in nature and used a case-study method to explore the experiences and perceptions of SASL teachers and Deaf teaching assistants on the implementation of the new SASL curriculum in schools for the Deaf. Literature around the concepts of language rights and policies, legislation, sign bilingualism, curriculum implementation and the Convention on the Rights of People with Disabilities were reviewed. The research study employed phenomenology where 26 SASL teachers and Deaf teaching assistants from seven schools for the Deaf participated to share their experiences and perceptions on the research topic. Thus, a phenomenological research theory was used to interpret the narratives of teachers to understand their experiences during the process of SASL curriculum implementation. The research used a purposive sampling and participants were selected based on research location and that they were teaching SASL subject in Grades One and Nine in the identified schools for the Deaf in Gauteng Province at the time of research. The research instruments used in the case-study to collect the narrative data was a semi-structured in-depth interview and a questionnaire to collect biographical data. This data collection approach was chosen for its feasibility and cost saving. An interview schedule was used to encourage participants to generate multiple views of their experiences and perceptions on teaching SASL as a school subject. The interviews were administrated by the researcher using SASL and recorded with a digital video camera. The qualitative data were then transcribed from SASL into English for the purpose of data analysis and presentation. I worked with a professional SASL interpreter to transcribe data from SASL into written English.

A thematic analysis was used to manually organise the interview transcripts. The themes that were generated during the coding process framed the analysis of statements made by each of the participants. The research study showed that SASL teachers and Deaf teaching assistants are receptive of the SASL subject curriculum and most of them understand the need to have it in schools for the Deaf. They have positive feeling about the SASL CAPS, but pointed out the negative aspects of the SASL curriculum implementation. They reported positive experiences that facilitated the teaching of SASL as a school subject as: the training they received from the Department of Basic Education and private training providers, availability of resources, good support structure and a positive school environment. Their curriculum implementation concerns, which they feel inhibited successful teaching of SASL and which need to be taken into consideration in future policy, included: insufficient training, inadequate quality learning teaching support materials (LTSM), insufficient support and guidance and negative teacher and learner attitude towards SASL as an examinable subject.

The findings further indicated that SASL teachers and Deaf teaching assistants have varying knowledge levels of the SASL CAPS content and application among themselves. In addition, the study confirmed that SASL teachers and Deaf teaching assistants were not adequately prepared for the implementation of SASL as a school subject. As the direct implementers of the SASL CAPS, the teachers expressed the need for a more comprehensive training and orientation in SASL curriculum implementation and SASL subject. Teachers also expressed a need for a SASL teaching and learning environment which is more conducive in terms of appropriate resources, monitoring and support. The research study revealed that teachers require more orientation in teaching SASL at a Home Language level. The findings also highlighted that, despite the challenges experienced during the introduction of the SASL first language subject, there were some amongst SASL teachers and Deaf teaching assistants who acknowledged the training and support received from the Department of Basic Education, schools, and parents. The findings indicated that the SASL teacher and Deaf teaching assistants eagerly implemented the SASL CAPS in their schools and used the experiences to their advantage. Based on the findings, the study recommends among others, the establishment of district level support systems in the form of SASL subject advisors and peer reviewers in order to help improve the quality of learning and teaching of SASL as a subject. The findings of the research study thereby augment knowledge in the field of Deaf Education and specifically in South African Sign Language curriculum implementation in the South African context.

Keywords

SASL teacher, Deaf teaching assistant, SASL CAPS, SASL Home Language subject, Teachers' experiences, curriculum implementation.

Conference presentations associated with this thesis

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List of Abbreviations

ADA – Americans with Disability Act

ASLPI – American Sign Language Proficiency Interview

ASLTA – American Sign Language Teachers Association

Auslan – Australian Sign Language

BSL – British Sign Language

CAPS – Curriculum Assessment Policy Statements

CEM – Council of Education Ministers

CFDS – Centre for Deaf Studies

CMT – Curriculum Management Team

CODA – Child of Deaf Adults

DBE – Department of Basic Education

DeafSA – Deaf Federation of South Africa

DHET – Department of Higher Education and Training

DTA – Deaf Teaching Assistant

ECD – Early Childhood Development

FAL – First Additional Language

FET – Further Education and Training

FP – Foundation Phase

GDE – Gauteng Department of Education

GET – General Education and Training

HEDCOM – Heads of Education Department Committee

HL – Home Language

HoD – Head of Department

ICED – International Congress on the Education of the Deaf

INDS – Integrated National Disability Strategy

IT – Information Technology

ISL – Iranian Sign Language

KZN – KwaZulu-Natal

NEC – National Executive Committee

NDPE – National Diploma in Primary Education

NID – National Institute for the Deaf

NSC – National Senior Certificate

NQF – National Qualifications Framework

NZSL – New Zealand Sign Language

L1 – First language

L2 – Second language

LoLT – Language of Learning and Teaching

LSEN – Learners with Special Educational Needs

LTSM – Learning and Teaching Support Materials

PanSALB – Pan South African Language Board

PGCE – Postgraduate Certificate in Education

PhD – Doctor of Philosophy

PVT – Pre-vocational Training

RIT – Rochester Institute for the Deaf

RSESA – Regional Secretariat for Eastern and Southern Africa

RNCS – Revised National Curriculum Statement

SA – South Africa

SANCD – South African National Council for the Deaf

SASA – South African Schools Act

SASL – South African Sign Language

SLED – Sign Language Education and Development

SLPI – Sign Language Proficiency Interview

SMS – Short Message System

SMT – Senior Management Team

UN CRPD – United Nations Convention on the Rights of People with Disabilities

UNESCO – United Nations Educational, Scientific and Cultural Organisation

UNISA – University of South Africa

UgSL – Ugandan Sign Language

WITS – University of the Witwatersrand, Braamfontein

WLS – Wits Language School

WFD – World Federation of the Deaf

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CHAPTER ONE

The research background

> *The mother tongue is needed for psychological, cognitive and spiritual survival – cultural rights. All other languages, including an official language of the state in which children live, are needed for social, economic, political, and civil rights.*
>
> (Skutnabb-Kangas, 1999, p. 58)

> *If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.*
>
> (Nelson Mandela)

1. Introduction: Implementation of SASL as school subject

1.1 The context of South African Sign Language

The above statement by Skutnabb-Kangas (1999), which I came across in 2000 while preparing a presentation, served as an inspiration for me during the campaign to have South African Sign Language (SASL), a primary language of Deaf people[1], included as an official school subject in South Africa. As a graduate from a school for Deaf learners and a public ordinary school, I often wondered why this discrepancy was tolerated, why at the schools for the Deaf, SASL was not recognised as an official school subject, while at the ordinary school, hearing learners were taught their primary language as a school subject. When SASL was eventually included as an official subject in schools for the Deaf in 2015, I wanted to explore the experiences, perceptions and feelings of people tasked with the teaching of SASL, the SASL teachers and Deaf teaching assistants. The famous quote above, by the former State president of South Africa, Dr Nelson Mandela explains the value of a language to a person

[1] In this thesis, I use 'Deaf' (note the uppercase 'D') to refer to a collective of people who use and appreciate Sign language and its associated culture, Deaf culture (Strong, 1988). The group share attitudes that emerge from interaction among people who are deaf. The 'deaf' (note the lowercase 'd') is used to refer to the physical condition of hearing inability. According to Strong (1988) the distinction between 'Deaf' and 'deaf' was first made by Woodward (1972) and is a standard convention in literature on deafness. However, researchers such as Kuster, De Meulder & O'Brien (2017) are moving from the practice of using 'Deaf' for signing deaf people and 'deaf' for non-signing deaf people. They use only 'deaf'. They see the separation of the terms as an oversimplification of what is an increasing complex set of identities and language practices, which is impossible to represent with simplified binary (Kuster, et al., 2017). I acknowledge that the use of the terms 'Deaf and 'deaf' are anthropologically and politically contested. I prefer to follow the resolution of the WFD who asserts that signed languages and Deaf culture are the birthright of every Deaf person by virtue of having born or became Deaf.

who speaks it. In line with Dr Mandela's quote, Deaf people value a natural Sign language as it is central to Deaf cultural identity.

The research study on which this thesis is based, arose from my desire to document the teachers' experiences during the SASL subject initial implementation period. Therefore, the research study explored the introduction of South African Sign Language as a Home Language subject in schools for the Deaf in Gauteng. In 2015, the South African government, through the Department of Basic Education, directed schools for the Deaf throughout the country to introduce SASL officially as a Home Language subject. SASL was thus introduced officially in schools for the Deaf for the first time in the history of Deaf Education in South Africa in January 2015. For teachers of Deaf learners, the introduction of SASL as a school subject was a challenging and an unavoidable teaching experience, because Deaf children need SASL for "psychological, cognitive and spiritual survival – cultural rights…" (Skutnabb-Kangas, 1999, p. 58). It is within this context that I was motivated to explore the nature and extent of the experiences, concerns and perspectives of teachers of Deaf learners during the implementation of SASL as a school subject in the form of SASL Curriculum Assessment Policy Statement (SASL CAPS)[2]. This thesis is therefore a description of the SASL teachers and Deaf teaching assistants' experiences during the process of the initial SASL curriculum implementation. The thesis can serve as a foundation upon which future research related to the SASL curriculum implementation process can be conducted.

In this doctoral thesis, I begin the discussion by presenting the Deaf Education context, both practical and philosophical in which the SASL curriculum was launched in order to provide both the context and rationale at the essence of the research. According to the existing literature, South African Sign Language is one of the extant Sign[3] languages that exist in the world (Morgans, 1999), and it has been around as long as there have been Deaf people communicating with one another (Storbeck, Magongwa & Parkin, 2009) in South Africa

[2] SASL CAPS is a policy statement for learning and teaching South African Sign Language in schools for the Deaf in South Africa. It was introduced in schools for the Deaf for the purpose of teaching SASL as subject in school context. The teaching of SASL as a school subject thus provides Deaf learners a foundation on which teaching of a second language could be based (DBE, 2013b).

[3] Sign language, the language of the Deaf community, is capitalised, in common with any other recognised languages, such as English and Sesotho (World Federation on the Deaf, 1991 as cited in Roots, 1999). Following this convention, South African Sign Language (SASL) is written with capital letters to denote its linguistic status as a language, in the same way that languages such as Sesotho, English and Afrikaans start with capitals 'S', 'E' and 'A', respectively. 'The word 'signed' language is not in capitals in the same way 'spoken' language is not capitalized unless it occurs after a period.

(SA). Signed languages, including SASL, are considered to be the preferred and most accessible languages of Deaf people (McKee, 2010; Reagan, 2002; Timmermans, 2005a; Marschark, Tang & Knoors, 2014). Despite this view, signed languages were, until recently in SA, often not afforded the same status as spoken languages in terms of development, promotion and official recognition (Akach, 2010; Kiyaga & Moores, 2009). A particular example can be drawn from South Africa.

According to Storbeck et al. (2009) in 1994 during the post-apartheid democratisation process which included the recognition of and officialisation of eleven spoken languages of the state were implemented as school subjects, thus giving these status and respect which facilitated these linguistic communities to develop, grow and expand. In other words, the eleven official languages were prioritised for educational development. SASL was neither given official language status nor included as one of the school subjects (Cushner, McClelland & Safford, 2009; Reagan, 2002). SASL was however recognised in the SA Constitution as a language to be developed. The exclusion of SASL as an official language did not take into account that, like all spoken languages, there are proud community members and SASL users in every province of South Africa (see Stats SA, 2011) and that Deaf people need SASL for all the same reasons as other SA communities such as "social, economic, political, and *human* rights" (Skutnabb-Kangas, 1999, p. 58). However, despite not being one of the official languages yet, and as a result of intense lobbying and advocacy by DeafSA and the litigation in the Pietermaritzburg High Court, a SASL curriculum was introduced in schools for the Deaf in January 2015.

The South African government recognises eleven official languages, as a testament to a diverse national population that comprises a variety of ethnic groupings (Storbeck et al., 2009). The South African Constitution of 1996 and other bodies of legislation recognise SASL as the language that needs to be developed and used as medium of learning and teaching in schools for the Deaf. A contentious issue that led to this research is that SASL, albeit a necessary human right for the Deaf community, is neither accorded the status of an official language, nor taught as a subject until 2015 (Holness, 2016). Before I focus on the

SASL curriculum implementation in schools for the Deaf[4], it is necessary to talk a bit about users of SASL, Deaf people.

Deaf people, as the main signed language users, are a cultural and linguistic minority (Krausneker, 2008; Ladd, 2003; Padden & Humphries, 2005; Reagan, 2007). The recognition of Sign languages of linguistic minorities is the major concern of the international Deaf community and South Africa is not an exception. In 1996, SASL was accepted by the South African government as an official language only for the purpose of educating Deaf learners (SASA Act 84 of 1996). This is to say that the government declared through the Language Policy in Public Schools that Sign language had been granted the status of an official language for the purpose of learning and teaching at a public school (SASA Act 84 of 1996). This means SASL could be used for the teaching of school subjects such as Mathematics, Biology and Geography. Despite the status of SASL as a language of learning and teaching (LoLT), it was not among the National Senior Certificate (NSC) subjects recognised for entry into higher education until 2015 (Department of Education, 2008). The current context of the SASL curriculum is highlighted below.

1.2 Current context of the SASL Curriculum and SASL CAPS

According to Steyn (2015), two considerations led to the development of a SASL school curriculum. These considerations are: (i) poor reading skills of Deaf learners at the point where they exit the school system; and (ii) an awareness of the importance of early exposure to a natural language in an optimal environment – which is necessary for first language (L1) acquisition, which forms the foundation for reading development in the second language (L2). This curriculum would increase Deaf learners' chances of obtaining improved literacy skills and of completing their schooling up to Grade 12 (Steyn, 2015, p. 1). Recent studies however, show that the pressure put on the SA government by the Deaf community to move from policy to practice and the litigation in the Springate case led to the eventual implementation of the SASL curriculum in schools of the Deaf. The introduction of the

[4] In this thesis, I use 'school for the Deaf' rather than 'school for the deaf' because I refer to a specific linguistic group that is proudly learning its language, SASL. The thesis follows this convention and uses 'Deaf learners'. I differentiate between 'Deaf learner' and 'deaf learner' only where necessary to do so (Marschark, Lang & Albertini, 2002). In this thesis, 'Deaf learners refer to a linguistic and cultural minority group whereas 'deaf learners' refers to the audiological aspect of having a hearing loss (Padden & Humphries, 1988). However, the confusion in the use of the terms 'Deaf learners and deaf learners cannot be avoided because they happen concurrently.

SASL curriculum was thus in line with legislation such as the South African Schools Act 84 of 1996 which insisted that SASL be afforded the official status in schools. But in spite of this provision in the South African Schools Act (SASA) of 1996, the complication existed that there had been no approved South African Sign Language curriculum for Grades R to12 until 2015. There were, however, unofficial pockets or versions of SASL curricula being taught in provincial education systems (Reagan, 2007). Further evidence of the existence of versions of SASL curricula was heard at the Pietermaritzburg High Court (Case number 4846/09) in 2009, when a Grade 12 Deaf learner complained that despite having studied SASL as a subject throughout school, the language was not included as one of his matric examination subjects (Holness, 2016). Additionally, in December 2012, the President of the Republic of South Africa proclaimed that SASL had to be developed and standardised for it to be one of the official languages of South Africa (Department of Basic Education, 2014). It is within this advocacy and litigation context that the development of the SASL curriculum subsequently started in 2013, and was implemented for the first time in schools for the Deaf in South Africa in 2015.

As stated earlier, at the time of writing this thesis, South African Sign Language has not yet been recognised as one of South Africa's official languages, and this thesis is concerned with a prior process, namely the formal introduction of SASL as a subject in schools for Deaf learners in 2015. The government however did attempt to promote the use of SASL starting in the mid-1990s. For example, Sections 5(a) iii of the South African Constitution 1996 states that a Pan South African Language Board must promote, and create conditions for the development and use of Sign language, Khoi, Nama and San languages. However, the said promotion of the language did not happen until Deaf people took the Department of Basic Education to a High Court in 2009, as explained below.

As stated earlier, in 2009, the status of SASL as a school subject was raised in the Pietermaritzburg High Court in the case of Springate and Others[5] versus the Minister of Basic

[5] This included DeafSA and the Kwa Zulu-Natal Blind and Deaf Society (KNBDS). DeafSA is a national organization of Deaf people and represents the rights of Deaf and hard of hearing people in South Africa. It was founded in 1929. KNBDS is a provincial organization of Blind and Deaf people. It provides various rehabilitative serves to the Blind and deaf people in KwaZulu-Natal, one of SA's largest province (Holness, 2016).

Education and Others[6]. A Deaf KwaZulu-Natal (KZN) student, Kyle Springate, was doing matric at Westville Boys' High School. The KwaZulu-Natal Department of Basic Education (DBE) failed to acknowledge SASL as a matric subject credit, even though Kyle had been doing SASL First Additional Language at the school. The KwaZulu-Natal Department of Basic Education initially accepted the arrangement for Kyle's subject package in Grade 10. Subsequently, the Court upheld the constitutional rights of Deaf learners to use SASL and study it as a school subject. The Court thus instructed the Department of Basic Education to develop SASL as a school subject and introduce it in public schools. As a result of the Court's instruction, in May 2010, the Minister of Basic Education appointed a Curriculum Management Team (CMT) to oversee the development and implementation of SASL as a subject to be taught in schools for the Deaf in South Africa from Grade R to 12. The DBE and CMT appointed a writing team to develop CAPS for SASL. It was decided "to develop SASL as a Home Language (rather than a First Additional Language) to parallel the process of attaining official status for SASL in South Africa" (DBE, 2013b, p. 7). The framework for the development of the SASL curriculum was based on the English Home Language CAPS to parallel official languages.

1.3 SASL as a Home Language subject

South African Sign Language (SASL), like any other language, can be learned at school level as a first or home language (L1) or as a second language (L2). L1 is developed to cater for Deaf or hearing learners whose first language is SASL. L2 caters for learners who are not usually members of the Deaf community. Typically, this group consists of hearing learners who learn SASL as a second or additional language. The SASL curriculum under study is being implemented as an L1, in other words, a home language. A first or home language is a tool for thought and communication. Cultural diversity and social relations are expressed and constructed through L1 language. Learning to use a SASL as L1 effectively enables learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others and to manage their world.

[6] This included the Pan South African Language Board (PanSALB). PanSALB is a constitutional body mandated by the SA government to promote and create conditions for the development of all official languages and Sign language in SA. The KwaZulu-Natal Department of Basic Education was also included.

In South Africa, eleven languages have been developed at both the HL and FAL levels. The eleven official languages as stated in the South African Constitution of 1996 are; Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sesotho sa Leboa, Sesotho, Setswana, SiSwati, Tshivenda and Xitsonga. In addition to the eleven official languages, SASL and Khoisan have been confirmed as L1 for education purpose. The languages can be taught at two different levels, namely Home Language, or as First Additional Language (FAL). SASL has being offered as Home Language as of January 2015, when the language subject curriculum was finally rolled out in schools for the Deaf around South Africa.

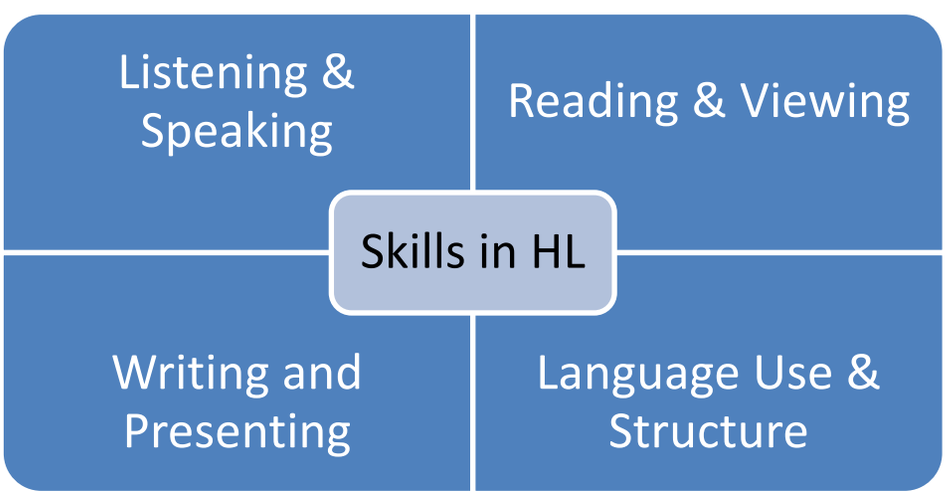
Home Language (HL) is defined in South African Education system as the language first acquired by learners through immersion at home. According to the DBE (2013c), many South African schools do not offer the home languages of some or all of their enrolled learners. The schools typically have one or two languages offered at Home Language level. As a result, the labels Home Language (HL) and First Additional Language (FAL) refer to the proficiency levels at which the languages are offered and are not necessarily the first (home) or the acquired (as in the additional languages) language. In this thesis, reference to SASL as Home Language indicates the level of the language, not to whether SASL is used at home or not. SASL is thus offered as a Home Language, because it is the language in which Deaf learners are most naturally proficient. It is the language in which they learn to think. The proficiency level in the home language should be such that it can be used as a language of learning and teaching.

As opposed to HL, the First Additional Language (FAL) level refers to when "learners do not necessarily have any knowledge of the language when they arrive at school" (DBE, 2013b, p. 9). On this level, the focus during the initial stage of learning the language is on developing learners' ability to use, understand and speak the language i.e., on basic interpersonal communication skills. Then, in Grades Two and Three, learners start to build FAL literacy on the L1 foundation. They also apply the literacy skills they have already learned in the Home Language. This 'normal' pattern of learning to read and write is not yet possible for Deaf learners. For the majority of Deaf learners in schools for the Deaf, their first language SASL and all signed languages have no written form. This means that; despite the fact that SASL is the LOLT for all subjects, all educational documentation and textbooks are in written English. The schools for the Deaf use written English. And any First Additional Language they learn cannot be heard, but can only be accessed in its written form. Deaf learners thus

need to expand their use of Sign language in order to communicate not only socially, but also academically in their Home Language, and then need to develop literacy in the First Additional Language (English) in order to access all the written requirements of school education.

The DBE (2013b) confirms that for a language subject at Home Language level, student's language proficiency is required for both interpersonal communication skills, social communication as well as the cognitive academic skills essential for academic learning across the curriculum. For teaching SASL as a first language, this means emphasis is placed on specific skills such as observing, signing, visual reading[7] and recording[8]. The DBE (2013b) adds that the HL level also provides Deaf learners with "literary, aesthetic and imaginative ability to recreate, imagine, and empower their understandings of the world they live in" (DBE, 2013b, p. 8). In addition, the listening (observing), speaking (signing) and language-use skills would be further developed and refined. The emphasis at this language level is on developing learners' reading and writing skills. The figure that follows indicates the main skills in the Home Language.

Figure 1: Main skills in the Home Language as mentioned in the SASL CAPS



DBE (2013b, p. 9)

[7] According to the CAPS for SASL Home Language, visual reading is when a learner views and reads recorded SASL materials.
[8] 'Recording' in the context of SASL curriculum refers to when signed texts are video recorded and presented by learners.

The figure above summarises the four main language skills required, as discussed in the CAPS curriculum which SASL teachers are expected to teach Deaf children. Since SASL is a visual and spatial language, the skills outlined in the CAPS for generally spoken languages such as English Home Language were adapted and written to match the visual nature of SASL. The skills in the SASL curriculum are thus shown in the table below. I used CAPS English Home Language as an example of the skills in the SASL curriculum.

Table 1.1: Comparison between language skills for English and SASL CAPS

	CAPS English Home Language	CAPS SASL Home Language
1.	Listening and speaking	Observing and signing
2.	Phonological awareness (Foundation phase)	Phonological awareness
3.	Reading and viewing	Visual reading and viewing
4.	Writing and presenting	Recording
5.	Language structure and use (except foundation phase)	Language structure and use

DBE (2013c, p. 9)

The table above compares the language skills in relation to spoken languages such as English, and signed languages such as SASL. The core difference is based on the issue of modality. English uses the modality of speech and sound and SASL uses the modality of vision and space. Despite the significant difference of modality, SASL curriculum males use of the same linguistic features and cognitive language skills and are presented in a signed modality appropriate manner for example; listening to a spoken language, observing a signed language, and becomes signing. The process of documenting a spoken through documenting a signed language through recording. Finally reading becomes, visual reading or viewing of the signed language which is a different cognitive language skill to observing.

According to the DoE (2014), the general aim of a curriculum such as SASL CAPS is to ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the SASL CAPS, like other L1 curricula, promotes knowledge in local contexts, while being sensitive to global imperatives. The DBE used the SASL CMT, a team of people with expertise in SASL pedagogy, to facilitate the development and implementation of the SASL CAPS.

The SASL Curriculum Management Team (CMT) completed the SASL CAPS and submitted it to the Minister of Basic Education in August 2013. The purpose of SASL CAPS is to provide teachers with a single, coherent sign language subject document, reflecting all the subject requirements in a way that is clear, easy to understand and that would guide teachers to deliver the Grade R - Grade 12. The Minister subsequently directed the DBE on how the process needed to be taken forward, including the preparation of the system for the implementation of the SASL CAPS starting from 2014. However, due to what the SASL CMT referred to as systemic challenges, the actual implementation was postponed to January 2015. Since I was a member of the SASL CMT, and am now the researcher in this study, it is necessary to describe my role in the development and implementation of SASL CAPS.

1.4 Three conceptually different kinds of training related to SASL CAPS

In preparation for the launch of South African Sign Language as a L1 subject in schools for the Deaf, the school management teams, SASL teachers and Deaf teaching assistants attended various training workshops to develop skills and knowledge related to competencies in aspects of SASL. The term 'training' is a broad concept, so for the purpose of this research study, it helps to clarify the three conceptually different kinds of training namely; SASL curriculum training which entails learning about the SASL curriculum, Learning SASL which entails learning to 'speak' and understand SASL and SASL teacher training which entails learning to teach SASL.

1.5 My role as participant researcher

I am a member of the South African Deaf community and have been personally involved in the journey of SASL in Deaf Education, first as a Deaf learner, Deaf educator and also as leader of a national association of the Deaf. Currently, I am a member of the National Executive Council (NEC) of the Deaf Federation of South Africa (DeafSA). On my election as the National chairperson of DeafSA in 2012 to 2017, I was mandated by the NEC to lead the organisation in four key focus areas. The focus areas were: South African Sign Language (SASL), Deaf Education, Empowerment, Accessibility (DeafSA, 2013). In relation to the first focus area SASL, DeafSA agreed to:

> "proactively facilitate and successfully lobby for the acceptance, recognition, development, utilisation and resources of South African Sign Language as a medium of communication with Deaf persons as the 12th official language, in co-operation with provincial Deaf structures and all other stakeholders in all such measures" (DeafSA, 2013, p. 7).

The second area, Deaf Education, entails "promoting equal and effective education for Deaf children" (DeafSA, 2013, p. 8). The third focus area entails a campaign to "alleviate high unemployment amongst Deaf people at local and provincial level through the development and implementation of accessible skills development programmes for employment placement, in order to participate in mainstream employment, small business development and poverty eradication programmes" (DeafSA, 2013, p. 10). The fourth area, namely accessibility, focussed on "ensur[ing] Deaf People have access to all broadcasted programmes on television" (DeafSA, 2013, p. 7). DeafSA has been leading the campaign to secure the linguistic rights of Deaf people by advocating SASL to be recognised as an official language and as a subject in South African schools for the Deaf since 1994 (Akach & Morgan, 1999).

Prior to my position as lecturer and coordinator of the Deaf Education programmes at the University of the Witwatersrand, I managed a high school for the Deaf, North West Secondary School, as its principal. In addition to my participation and experiences at different levels of the Deaf education system in South Africa, as stated earlier, I also played a key role in the leadership of the Deaf community. The roles I played put me in a strong position to do the research study into the implementation of SASL as a first language subject in Gauteng schools.

In 2010, I was nominated by the Deaf Federation of South Africa and appointed as a member of the Curriculum Management Team (CMT) for South African Sign Language. As indicated earlier, the SASL CM T was appointed by the Minister of Basic Education as per Government Notice No. 350 in Government Gazette No. 33161 of 6 May 2010, as a response to the Pietermaritzburg High court judgement case number 4846/2009 of 19 August 2009, Springate and Others versus the Minister of Basic Education and Others (Holness, 2016). In this court case, I was invited and accepted as an expert witness in my capacity as SASL

lecturer at the University of the Witwatersrand. The CMT was also referred to as the Ministerial Committee for South African Sign Language.

The core roles of the 10-member CMT included the following nine functions as published in the Terms of Reference:

(a) to come up with a clear definition of Sign Language and to determine which of the following sections such as oral, grammar and literature are applicable to Sign Language;

(b) to establish which syntactical and linguistic elements of Sign Language establish it as a fully-fledged language, rather than only a communication technique;

(c) to obtain information on the various components that are necessary to determine at which level the language subject should be offered;

(d) to assist the Department of Basic Education with the appointment of two Working Groups comprising 5 members each from the list of nominees received with the aim of developing National Curriculum and Assessment Policy Statements for both the GET and FET Phases;

(e) to evaluate all existing curricula in Sign language and to establish whether these curricula are appropriate or whether a completely new curriculum should be developed;

(f) to oversee the work of the two Working Groups responsible for the development of National Curriculum and Assessment Policy Statements for Sign Language to be listed in the *National Curriculum Statement Grades R – 12* to be offered in both the GET and FET Phases;

(g) to develop a time line for both the curriculum development and implementation processes;

(h) to establish the availability of teaching and learning support materials and to make proposals about the further resource needs of the subject; and

(i) to report to the Ministerial Committee appointed by the Minister of Basic Education to oversee the review of the *National Curriculum Statement Grades R-12*.

DBE (2010, p. 3)

After four years, the work of the SASL CMT culminated in a report entitled 'The Development of South African Sign Language Curriculum for Grade R-12' (DBE, 2013c).

The document was officially presented to the Minister of Basic Education on 6 August 2013. I presented the report to the Minister on behalf of the CMT who were also present. When the SASL CMT had completed its work and term after the submission of the report in 2013, I was then appointed as one of the five trainers of SASL teachers and Deaf teaching assistants in preparation of the first implementation of the SASL curriculum.

Four one-week training workshops were held throughout 2014. One workshop for school management teams, one for Deaf teaching assistants, and two workshops for SASL teachers including Deaf teaching assistants. A Deaf teaching assistant is a fluent SASL user (but unqualified teacher), who is paired with a teacher who is not fluent in SASL. The teacher and the Deaf teaching-assistant work in the classroom as a team. The programme involved an introduction to the SASL CAPS, SASL grammar, the role and function of team-teaching, Deaf community and culture, SASL pedagogy and curriculum management. A total of 400 teachers and 90 Deaf teaching assistants attended the four, one-week long workshops in 2014 (DBE, personal communication, August 10, 2016). The second two weeks of training included all the 500 participants at the same time and focused on the theoretical information needed. The workshops were a good cause, but the idea of training 500 teachers and Deaf teaching assistants to teach a 'language' that many were neither skilled nor specialists in, seemed daunting. With such a large group and a short span of time, it seemed difficult to handle the myths and suspicions of teachers and prospective Deaf teaching assistants so as to meaningfully pave the way for team-teaching. Nevertheless, as a former SASL CMT, I agreed to be one of the trainers at these workshops.

The reason I had been nominated onto the SASL CMT and SASL training team was that I had previously served on several committees involved in SASL curricula. First, I was on the committee that drafted the first ever SASL curriculum under the leadership of DeafSA in 1996 (DeafSA, 1997). That SASL curriculum had been handed to the former Department of Education, but it was never officially introduced into schools for the Deaf in South Africa in 1997. Some schools, however, used it informally and largely unregulated (Swift, 2012). Secondly, I was on the committee that wrote the SASL Unit Standards under the auspices of the South Qualifications Authority in 2003. Thirdly, I was a member and chairperson of the first National Language Body for SASL at the Pan South African Language Board in 2001. The current SASL CAPS seemed to have been derived from the original DeafSA SASL curriculum.

In addition to being one of the writers of DeafSA's SASL curriculum, I am a former SASL teacher at two schools for the Deaf in the North West province of South Africa, namely Kutlwanong School for the Deaf in 1995, and North West Secondary School for the Deaf in 1997. At the two schools, I observed that languages were not used equally in the schools to provide quality education to Deaf learners. For example, English, which is a second or third language to Deaf people, was taught as a first language, while SASL, which is the first and preferred language of Deaf learners, was taught sporadically, and without a DBE approved curriculum. I also observed that there is a lack of SASL skills among teachers of the Deaf. This observation is confirmed by Storbeck et al. (2009), who estimated that only 14% of teachers in schools for the Deaf can sign intelligibly. This means that Deaf learners are not exposed to proper language models in schools for the Deaf, because teachers are not fluent SASL speakers. It must be noted that in South Africa, it is not compulsory for teachers of the Deaf to be fluent in SASL before they begin their profession. The teachers only decide to learn the language while working, and this is often difficult (Storbeck et al., 2009).

According to Komesaroff (1999), the difficulty that hearing teachers employed in schools for the Deaf face when acquiring Sign language is an understandable disincentive to considering teaching in the SASL. This has led teachers to imposing education in a spoken language, which deaf children necessarily cannot hear. I have been at both schools for the Deaf and schools for the hearing as a learner and as a teacher for a period of thirty years, which makes it possible to compare quality of teaching in both types of schools, namely schools for the Deaf and the general public schools.

My involvement in schools for the Deaf, DeafSA, the development of the SASL curriculum and the initial stages of the training processes placed me in positions of process participant and Deaf community insider of the research study. Once registered for the PhD study, I however, decided to discontinue my involvement in the roll-out processes, so that while I was exploring the perceptions of SASL teachers and Deaf teaching assistants, the participants in the research study would not confuse my role as Deaf educator and activist with my role as a researcher. I wanted the participants and myself as the researcher to have similar expectations for the research. Young and Ackerman (2001) confirm that having similar expectations between the researcher and participants is an appropriate framework for exploring the issues as an informed outsider. A detailed reflections on my education and research journey can be found at the beginning Chapter 11.

The following section presents key terms and their definitions in order to establish a shared understanding of the discussions in this thesis.

1.6 Definition of terms and concepts used in this thesis

This section includes a discussion of key terms and concepts used in this thesis. These concepts serve to provide a context for the research study and are defined according to their application to the research study.
Deaf persons: The definition follows the international convention of distinguishing between "a signed-language using community of people who do not hear (Deaf people)" and "non-signing people who do not hear (deaf people)" (Humphries, 2013, p. 1).

deaf person: a noun referring to someone with a disabling hearing loss, a physical and audiological state of not being able to hear.

Hearing or hearing person: from the perspective of Deaf culture refers to someone who is neither deaf nor hard of hearing; that is, someone whose sense of hearing is at typical hearing level of -10 to 10 decibels (dB).

Hard of hearing person: a noun referring to a person who is audiologically (partially) deaf and who uses a spoken language and or Sign language as a means of communication and learning. He/she typically respond to sounds and can speak though also choose to sign.

Language: is a method of human communication either signed, spoken or written. The functions of language include communication, the expression of identity, play, imaginative expression and emotional release.

Sign language: Stokoe (1960), Klima and Bellugi, (1979) and Wilbur, (1979) have given detailed description of Sign language. Their literature describes Sign language as a fully-fledged language in its own right. It is a real language, equivalent to any other natural human language. Sign language uses a different modality from that of a spoken language. That is, it is conveyed by the movement of the hands, face and upper body.

South African Sign Language (SASL): a visual-spatial language, developed and used by members of the Deaf community in South Africa to communicate. The language is natural and considered to be on par with spoken languages that allow the users the opportunity to learn, communicate and to express thoughts, feelings and abstract ideas. It is different from spoken languages in that it is perceived visually and not aurally (Akach & Morgan, 1999; UNESCO, 1999). I have defined the key terms that are used in this thesis, the uppercase 'D' in "Deaf" and the lower case 'd' in "deaf" as referring to linguistic group and hearing loss, respectively.

Sign bilingualism: The term refers to the use of Sign language and other languages (in their written form) during the teaching Deaf learners. According to Gregory (1993 & 2005) and Pickersgill & Gregory (1998), Sign bilingualism is based on the idea that deaf children have the potential to easily acquire Sign language (L1) while accessing a language of the hearing community (L2) in a written form.

Language of learning and teaching (LoLT): A LoLT is the language chosen by a School Governing Body to be an official medium of instruction in a particular school. In other words, LoLT is a language used to convey the subject matter in learning and teaching context.

Experiences: Experiences include all the challenges and opportunities that SASL teachers and Deaf teaching assistants encounter in the classroom. How they overcome those challenges, as well as the development of their opportunities, is considered important. Teachers also use their personal experiences when teaching. Goodman (1986) mentioned that when teaching a language subject, all experiences assist in making sense of the text that you are teaching. Thus, the experiences of SASL teachers and Deaf teaching assistants are important when they teach Deaf learners SASL.

Curriculum implementation: In the context of SASL, this refers to the process of carrying out SASL subject curriculum by teachers and Deaf learners in the classroom or other learning environments. It includes the instructional practices with respect to attaining the objectives of the new SASL subject curriculum.

SASL subject curriculum: This refers to the curriculum that has been innovated by the Ministry of Basic Education and put into implementation starting with Grades One and Nine of schools for the Deaf in South Africa in 2015.

1.7 Rationale[9] for the research study

The rationale for the research study was motivated by two things: 1. My personal interest in Sign language as an educator, academic and a Deaf adult in the education context. 2. The implementation of the South African Sign Language Curriculum Assessment Policy Statement (SASL CAPS) that was fast tracked by the Pietermaritzburg High Court order. Deaf children in South Africa were for the first time given an opportunity to officially study their own language, namely SASL, as a first language subject at a school level, when SASL CAPS was implemented in January 2015. As a member of the Deaf education community,[10] who since the early 1990s has been a participant in the process of lobbying the government to first promote and recognise SASL and then to introduce a formal SASL curriculum into the school system, I was interested in exploring the experiences of teachers during the actual implementation of SASL as a subject at a Home language level in schools. This research study can add knowledge and provide a basis for other researchers, debates and conferences on SASL Curriculum Assessment Policy Statement (CAPS) and related issues.

In the government context, I hope that the Department of Basic Education uses the findings of this research during the SASL curriculum review in the future. Secondly, the result of the research should help the Department-appointed SASL subject advisers in identifying challenges that need to be overcome in the teaching and learning of SASL as a subject within the school curriculum. Thirdly, the result of this research contributes to the body of literature on SASL curriculum issues. Finally, I hope that the results of this research not only contribute insight into the SASL and curriculum, but will also result in directions for future studies and implications for promoting the status of SASL. The study is hopefully adding knowledge and provide a basis for other researchers, debates and conferences on SASL CAPS and related issues.

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[9] My explanation of the rationale of the research study is based on McMillan and Schumacher's 2001 assertion that the significance of a research study tells the readers why the study is important and indicates the reasons for the researcher's choice of a particular investigation.

[10] The Deaf education community led by the Deaf Federation of South Africa lobbied the government of South Africa to overturn the oral legacy of Milan 1880 and recognise SASL as the primary language of Deaf citizens (see Branson & Miller, 2002).

In summary, the research study was baseline investigation describing the field of SASL teaching in the second year of implementation of the SASL curriculum in South Africa. It is an interpretive piece of work which can be used in later years as a baseline against which to measure improvement in SASL teaching over the years. The research study contributes to knowledge in the field of SASL and curriculum, since it was for the first time that a formal SASL curriculum was introduced in South African schools for the Deaf. The issues around the implementation of the SASL curriculum are therefore documented here for the first time. As a researcher, I have noticed some relevance of the study to the United Nations' Convention on the Rights of People with Disabilities (UN CRPD), which came into force in 2008. The UN CRPD states that Deaf people are entitled to exercise civil, political, social, economic and cultural rights on an equal basis with all. Sign Languages constitute the cultural rights of Deaf people. Learning and studying them is therefore important from a cultural context. Below, I discuss the UN Convention on the Rights of People with Disabilities further.

1.8 Relevance of my thesis to the UN CRPD in terms of signed language teaching

The United Nations' Convention on the Rights of Persons with Disabilities (UN CRPD) specifically stipulates that countries that have ratified the UN CRPD are to facilitate the learning and recognition of Sign language. The UN CRPD is an international human rights treaty of the United Nations intended to protect the rights and dignity of persons with disabilities, including Deaf people. The Convention sets a framework for Deaf people's rights, thus filling an important gap in the international human rights legislation. The UN CRPD is associated with my research study (the implementation of SASL) in the sense that it obligates governments to encourage the learning and teaching of Sign languages and promote the linguistic identity of the Deaf community. Sign language is mentioned seven times in the five different articles of the Convention. These articles include: Article 2-Definition, Article 9-Accessibility, Article 21-Freedom of expression and opinion, and access to information, Article 24-Education and Article 30-Participation in cultural life, recreation, leisure, and sport. The UN CRPD presents a paradigm shift from the medical to a human rights model of disability. This is in line with the position of Deaf people on disability. They view disability from a human rights perspective. For example, the most important priority in the work of the World Federation of the Deaf (WFD) is to ensure that universal human rights are realised for Deaf people all over the world.

South Africa is a party to the Convention and the SA government ratified the UN CRPD on 30 November 2007 (DeafSA, 2009). The ratification means that the South African government accepts to: (1) facilitate the learning and teaching of SASL; (2) take appropriate measures to employ teachers who are qualified in SASL; and (3) create opportunities for professionals at all levels to learn SASL. The purpose of the Convention is generally to promote, protect, and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity (UN CRPD, Article 1). The introduction of SASL in the school system is one of the ways of promoting the language rights of Deaf people, thus it fits well with the objectives of the UN CRPD. There are five articles in the UN CRPD that refer to Sign language and Deaf people. I discuss them in detail here.

The United Nations protects the human rights and promotes equality of Deaf people and their signed languages under the Convention on the Rights of Persons with Disabilities as follows:

1. Article 2 (Definition): 'Language' includes spoken and signed languages...
2. Article 9 (Accessibility): ...to provide professional sign language interpreters...
3. Article 21 (Freedom of expression and opinion, and access to information): ...recognising and promoting the use of sign languages.
4. Article 24 (Education): facilitating the learning of sign language and the promotion of the linguistic identity of the Deaf community.
5. Article 30 (Participation in cultural life, recreation, leisure and sport): ...persons with disabilities shall be entitled... to recognition and support... including sign languages and Deaf culture (UN CRPD, 2006).

The UN CRPD, Batterbury (2012) asserts, offers the best hope for the Deaf community despite it disability framing. The UN CRPD requires states to recognise Sign Languages. The UN CRPD is being used as effective tool to achieve language policy which promotes greater social justice for Deaf people. The UN CRPD is one of the driving forces behind the introduction of SASL as a subject at the home language level.

The introduction of SASL as a subject in schools for the Deaf is a step toward the promotion and recognition of SASL as required by the UN CRPD. It should be emphasised that the UN CRPD is human rights-based, and countries that have ratified it are obliged to comply with its

requirements. That the South African government is introducing SASL CAPS in schools for the Deaf after signing the UN CRPD is significant to my research. The UN CRPD was one of the major inspirations behind undertaking this study. The UN CRPD requires signatories, of which South Africa is one, to ensure that deaf people have access to government information and services, to allow the use and learning of SASL, and to ensure the provision of Sign Language interpreters. In article 24, the UN CRPD notes its support for inclusion in education. but also specifies the need to facilitate the learning of Sign language and the promotion of the linguistic identity of the Deaf community. Having highlighted the relevance of the UN CRPD to my research study, which investigates the experiences of teachers in promoting the SASL in schools, in the following section I discuss the aims and significance of this study.

1.9 Aims of the research study

The primary purpose of the research study was to explore the experiences and perceptions of SASL teachers and Deaf teaching-assistants in the introduction of SASL as a first language subject in schools for the Deaf in Gauteng. To address the needs of educational improvement, the needs of teachers must be understood, since they are the implementers of the curriculum.

The research study is significant to:

- The School Management Team: when it designs strategies to determine realistic and practical solutions for the implementations of SASL CAPS.
- SASL teachers and Deaf teaching assistants: when they reflect on their curriculum implementation experiences, they will be empowered to be more skilful in their SASL teaching practices.
- Future researchers: they will find information from this research study useful when they conduct studies in the field of curriculum implementation in future.
- The Department of Basic Education: when it reviews the SASL CAPS and its successes and failures.

In 2013 the Department of Basic Education released an implementation plan for the roll out of the SASL subject curriculum in 2014.

Table 1.2: SASL CAPS implementation plan

Year	Implementation	Phase/Grade
2014	Progressive preparation of the system for implementation in 2015	Prioritising Foundation Phase and Grade Nine
2015	Implementation of the curriculum	FP and Grade Nine
2016	Implementation of the curriculum	Intermediate Phase as well as Grade 10
2017	Implementation of the curriculum	Senior Phase and Grade 11
2018	Implementation of the curriculum	Grade 12

DBE (2013d, p. 39)

Table 1.2 provides an implementation plan for SASL CAPS. The table shows that the CAPS for SASL was introduced simultaneously in the foundation phase and Grade Nine in2015. In Grade Nine, the introduction was a bridging programme to facilitate the implementation of the SASL curriculum at the FET phase by providing critical knowledge base and skills to prepare Deaf learners to receive the SASL curriculum at FET level. It should be borne in mind that in 2015, SASL was a new school subject. It would not being feasible to roll out the subject in Grades 10 – 12 without prior knowledge or exposure to SASL as an examinable school subject.

According to the Minister of Basic Education, Mrs. Motshekga, the DBE started to develop a Curriculum and Assessment Policy Statement (CAPS) for the South African Sign Language (SASL) Grades R-12, which were completed and approved in July 2014 (DBE, 2013d). In the second half of 2014, there were SASL CAPS training workshops for Foundation Phase and Grade Nine teachers in preparation for the implementation on the SASL curriculum in 2015. In 2015, the DBE conducted two training sessions for SASL teachers and Deaf teaching-assistants. In the first one-week session, 238 SASL teachers and Deaf teaching-assistants and nine district officials attended. In the second one-week, session 252 SASL teachers and Deaf teaching-assistants and six district officials from 43 schools for the Deaf in SA attended (A. Schreuder, Personal communication, May 2017). See table below:

Table 1.3: Statistics of participants: SASL CAPS training

Province	Schools	Teachers/DTA	Department officials
9	44	252	9

SASL, as the first language subject was rolled out in phases – first the Foundation Phase (Grades R - Three) in 2015. The SASL subject was however, introduced simultaneously in the Foundation Phase and Grade Nine. The following year 2016, SASL subject was introduced in the Intermediate Phase (Grades Four - Six) as well as Grade 10, Senior Phase (Grades Seven - Nine) and Grade 11 in 2017, and lastly in Grade 12 in 2018.

The intention of the SASL as a subject implementation plan looks good, but whether the whole plan would be successful is another question when considering that the language was being introduced in Grade Nine in 2015, where the cohort would do SASL as an examinable Grade 12 subject in 2018. In the implementation plan, the Grade Nine SASL learners have four years to prepare to do SASL at matric level. This is a very short time, when compared to learners of other languages, who have 11 years to study a language before Grade 12 examination. As I pointed out earlier, the SASL Grade 12 class of 2018 only began formally learning SASL as an examinable in 2015, when the SASL subject was officially introduced in schools for the Deaf in South Africa. So, they had only 3 - 4 years of learning SASL formally before they sat for the Grade 12 SASL examination.

As the implementers of the curriculum, the SASL teachers, require adequate training, motivation, dedication, and professional competence so as to ensure the effective implementation of a curriculum (Makeleni & Sethusha, 2014). This study explores the teachers' implementation experiences, so as to provide a baseline understanding of SASL teachers' experiences with regard to teaching SASL, thus contributing knowledge in the field of teaching a visual language, South African Sign Language. The findings in the research study have significant implications for SASL curriculum implementation in other Grades at school, language policy and further research in the field of Deaf studies.

1.10 Assumptions

The assumption of the research study was that teachers are professional, positive, dedicated and work well where there is certainty and stability in the curriculum. It is assumed that teachers of the Deaf were trained at universities, colleges and workshops to assimilate and accommodate the new education dispensation regarding curriculum transformation and change. The new CAPS for South African Sign Language brings new principles, approaches and methods to be used in public schools. SASL teachers and Deaf teaching assistants have to assimilate and accommodate these changes in order to implement the curriculum in

schools for the Deaf. Thus the views of assimilation and accommodation as introduced by Piaget (1977) can be cited for this research study. Teacher perform well where there is certainty and stability curriculum as well as the education system as a whole.

It is also assumed that the implementation of the SASL CAPS is a challenge to the SASL teachers, and the education system as a whole, due to limited preparation for implementation and the nature of SASL. There were only four hastily arranged workshops to prepare SASL teachers in 2014. The workshops were held in Gauteng, but participants came from all the nine provinces of South Africa. Due to the complexity of SASL, well-planned and sustained training workshops for teachers ought to have been conducted immediately after the submission of the SASL CAPS to the Minister. It is further assumed that the introduction of SASL as a subject is an appropriate way to correct the injustice of the past toward Deaf people whose language was not treated equitably (Akach, 2010; Reagan, 2009).

The CAPS for SASL can be implemented well if Deaf students at particular grades have the foundation of the previous grade. SASL CAPS requires that Deaf learners study SASL from Grades R to 12. The SASL CAPS is designed accordingly for the different Grades. In 2015, SASL was introduced in Grade One as well as Grade Nine. When teaching SASL in Grade Nine, teachers were faced with Deaf learners who had no prior experience of learning SASL as an examinable school subject.

Additionally, teachers do well in a curriculum implementation where they have positive attitude and are motivated to teach their subjects. In a accordance with Maslow's theory (1943) people have the need for esteem for example factors accomplishment, attention, recognition and social status.

This thesis gives answers to research questions below:

1.11 Research questions

For the research study, I considered one main question, with three sub-questions. The questions were formed to explore the experiences and perceptions of SASL subject teachers and Deaf teaching assistants in schools for the Deaf in Gauteng Province. The questions are aligned to the case I was investigating, namely the teachers' experiences and perceptions

during the introduction of SASL as a school subject. The questions below guide the research in the exploration of SASL teachers' experiences with regard to the introduction of SASL as a subject in schools for the Deaf.

The central research question:

What are the experiences and perceptions of SASL teachers and Deaf teaching assistants during the introduction of the SASL as a first language subject in schools of the Deaf in Gauteng?

The empirical research questions:

1. What factors, as experienced and understood by SASL teachers and Deaf teaching assistants, facilitate the teaching of SASL as a first language subject?

2. What factors, as experienced and understood by SASL teachers and Deaf teaching assistants, inhibit the teaching of SASL as a first language subject?

3. How do the factors as experienced by SASL teachers and Deaf teaching assistants inform their pedagogical strategies?

The central question sought to explore what the South African Sign Language teachers and Deaf teaching assistants' experiences are, when they teach SASL as a school subject. Since SASL was being introduced in schools for the Deaf for the first time, it was worth documenting the experiences and concerns of the SASL teachers and Deaf teaching assistants. The first empirical question involved collecting information from each participant about the factors experienced that facilitate the teaching of SASL as a subject. The second empirical question sought to retrieve information from each participant about factors that inhibit the teaching of SASL as a subject. The last empirical question was a 'how' question, and well-suited for a case-study such as this (Yen, 1994). The question was used to explore from each participant how the factors, both positive and negative, informed the SASL teacher and Deaf teaching assistant's pedagogical strategies in the classroom.

1.12 Description of thesis chapters

This thesis is organised into eleven chapters. The chapters are described as follows:

Chapter One: Background, rationale and scope

This chapter is an introductory chapter to the case-study. It introduces and orients the reader to the investigation. The chapter contextualises the research study in the literature of Deaf education and Sign language. The context assists in providing a clearer overview of the research study and narrates the rationale behind the study. It also provides a conceptual analysis of relevant terminology used in the thesis. The chapter also clarifies the research problem, objectives, key questions and the scope of the research study to prepare the reader for the journey into an investigation of the experiences of SASL teachers and Deaf teaching assistants in schools for the Deaf in Gauteng, South Africa.

Chapter Two: Review of related literature

This chapter provides the literature review related and relevant to the provision of Sign language as a first language for Deaf learners nationally in South Africa and internationally. Through reviewing related literature, this chapter provides an outline of legislation and policies with regard to the implementation of sign language as a first most accessible language for Deaf people. The chapter also describes the theoretical framework of the study. The chapter asserts that the study is premised upon the SASL teachers and teaching-assistants' experiences and perceptions of the implementation of SASL CAPS in schools for the Deaf in Gauteng. In the chapter, I explored the factors that facilitate and factors that inhibit the teaching of SASL as a first language subject in schools for the Deaf. I also looked at the implications of these factors on the SASL teachers' pedagogical practices.

Chapter Three: Methodological perspective and procedures

This chapter includes an explanation of the research design and the process of data collection, interpretation and analysis. The chapter explains my positioning within the interpretive paradigm, while using the qualitative research. The chapter also describes what a case-study approach is and its relevance to this research study. In the chapter, I describe the case study

schools and discuss how the participants were selected. Lastly, ethical issues and limitations of the research study are discussed in this chapter.

Chapter Four: Data presentation - research sites and research participants

This chapter describes the context of the research study by providing detailed descriptions of the research sites and the background of SASL teachers and Deaf teaching assistants who participated in the research study.

Chapter Five: Data presentation - Facilitating factors

This chapter presents the first theme, namely factors as experienced and understood by SASL teachers and Deaf teaching assistants, that facilitate the teaching of SASL as an L1 subject. Data is presented according to the semi-structured interviews. The chapter presents all the factors SASL teachers and teaching-assistants said for instance; training and professional development, time for teaching SASL, institutional support structures, availability of instructional materials, subject matter knowledge, emotions and attitudes towards teaching SASL as a school subject.

Chapter Six: Data presentation - Inhibiting factors

This chapter presents the second theme namely factors as experienced and understood by SASL teachers and Deaf teaching assistants, that inhibit the teaching of SASL as a first language subject. The data is based on the semi-structured interviews. The inhibiting factors presented in this chapter include firstly, internal factors such as inadequate teacher's SASL competency, limited SASL teaching experience, diverse characteristics of deaf learners in the same class and challenges of the team-teaching model, secondly, external factors such as the lack of parental communication skills in SASL, shortage of Deaf adult role models and inadequate support for key stakeholders.

Chapter Seven: Data presentation - Implications of the factors on SASL teachers and Deaf teaching assistants' pedagogical strategies

The chapter gives a detailed presentation on the implications of the factors such as curriculum, resources, teacher and Deaf teaching assistants' attitudes towards SASL as a subject, personality, support received and teaching experiences.

Chapter Eight: Data analysis and discussion - Facilitating factors

This chapter analyses and discusses the findings in accordance with the first research question: what are the factors as experienced by SASL teachers and Deaf teaching assistants that facilitate the teaching of SASL as a subject? The chapter is focused on facilitating factors such as adequate training, good subject-content knowledge, sufficient time for teaching, resource availability, sufficient support structures, good school leadership, positive emotions and attitudes towards SASL teaching.

Chapter Nine: Data analysis and discussion - Inhibiting factors

This chapter analyses and discusses factors as experienced and understood by SASL teachers and Deaf teaching assistants that inhibit the teaching of SASL as an L1 subject. The analysis and discussion are a response to the second research questions: what are the factors as experienced by SASL teachers and Deaf teaching assistants inhibit the teaching of SASL as a subject? The analysed and discussed factors include; inadequate training, lack of subject matter knowledge, insufficient teaching time, insufficient provision of LTSM, insufficient support structures, poor management, unconducive environment, negative emotions and attitudes.

Chapter Ten: Data analysis and discussion - Implications of the factors on SASL teaching strategies

This chapter analyses and discusses how the factors as experienced and understood by teachers of the Deaf impact on teachers' pedagogical strategies. The discussion is a response to the third research question, what are the implications of the facilitating and inhibiting factors on the teachers' pedagogical strategies?

Chapter Eleven: Reflections on my research journey, conclusions and recommendations

In this last chapter, I reflect on my research journey from the beginning to the conclusion of this thesis. These reflections give a bigger picture of the challenges, struggles and successes I achieved as a Deaf person in a hearing dominated world. The chapter also provides a summary of the research results, as well as recommendation for successful implementation of the SASL curriculum and future research in the area of SASL teaching. The chapter ends with my conclusions on the research study.

Summary

The chapter has given the reader a brief overview of the research study. This introductory chapter discussed the issues related to SASL curriculum implementation, the aims and rationale for the research study. The chapter also discussed the relevance of the doctoral research to the international treaty called the United Nation's Convention of the Rights of People with Disabilities (UN CRPD). The aims of the researcher with regard to the study were clarified and the research questions listed in this chapter. Brief summaries of the chapters were presented to give the reader an overview of the thesis. In the next chapter, I discuss the literature review both nationally and internationally as a basis on which a South African Sign Language (SASL) curriculum was developed and ultimately implemented in schools for the Deaf in South Africa.

CHAPTER TWO

Review of the Literature: An overview of the history of signed languages

2. Introduction

In this chapter, I review literature critical to the aspects of the research study on Sign Language and curriculum. The chapter presents both the international and South African perspectives on Sign language. It explores the history, development, policies and curricula for Sign languages world-wide as a historical basis on which the Curriculum and Assessment Policy Statement (CAPS) for South African Sign Language (SASL) was implemented in schools for the Deaf in South Africa (SA). These phenomena are essential in understanding the experiences and perceptions of SASL teachers and Deaf teaching-assistants during the first launch and implementation of the curriculum for SASL as L1 in South Africa. The significance of the research study is highlighted due to the gap in research on the experiences and perceptions of South African Sign Language teachers during the implementation of the brand new SA Sign Language curriculum as a Home Language at a school level. The studies I found focused on signed language curricula for hearing people, therefore at an L2 level and typically for adult learners. The process for the implementation of SASL as an L1 subject in schools for the Deaf in South Africa gained a momentum in 2014.

In January 2015, SASL was officially introduced in schools for the Deaf for the first time in the history of Deaf education in South Africa. It is therefore understandable that at the time of this research study, SASL teachers and Deaf teaching assistants were experiencing a new language subject. To best understand the phenomena, the experiences of SASL teachers, it is necessary to look at the history of Sign language, for which a broad literature exists.

2.1 International perspective

In this section the international perspective on signed languages is presented according to the history of signed languages, statistics of Sign language users, signed languages in the Ancient/Middle Ages, Early 19th Century, Modern Era, the 21st Century and onwards. Issues pertaining to signed languages in the Middle East, Africa, Asia and Pacific are also discussed. The section also presents the World Federation of the Deaf, an organisation that promotes the

human rights of Deaf people worldwide. The development, recognition and promotion of signed languages are discussed in this section. The section ends by presenting key acts that promotes the use of signed languages and Sign language policy status in selected countries.

2.1.1 Statistics of signed language users[11] around the world

According to the World Federation of the Deaf (WFD), an international organisation for Deaf people, which is committed to advancing human rights for the Deaf and Sign language, there are more than 70 000 000 deaf people worldwide who use their national Sign languages (personal communication, WFD president, September 2018). If the figure includes hearing people such as sign language interpreters, parents of deaf children, teachers and interested parties, the number of Sign language speakers exceeds the 70 million found by the WFD. Since international events around signed languages had implications on Sign language development in South Africa, it is worth looking at how signed languages evolved since the Ancient and Middle Ages.

2.1.2 The history of signed languages internationally: Ancient, Modern Europe and USA

Studies by Lane (1977); Strong (1988) and Sacks (1991) show that as early as 1000 BC, Hebrew law protected, respected and revered Deaf people. Deaf people were educated through the use of "gesture signs" (Eriksson, 1993, p.12). The Ancient Egyptians lived a philanthropic way of life (Eriksson, 1993) thus they did not harm or kill people with disabilities including Deaf people. According to Eriksson (1993) Deaf people were viewed to be selected by gods because of their peculiar way of communication through signs. And yet at the same time they were excluded from certain rituals, for example, people who were deaf were not allowed to own property (Sacks, 1991). Lane (1984) wrote that prior to 1750 prelingual deaf people were deprived of any form of formal education. According to Lane (1984) Deaf people were not allowed to own either property nor get married because society was afraid that deafness was a hereditary trait that would be passed onto future generations.

[11] In the Deaf community, members 'speak', sign or use Sign language. When two people are conversing in Sign language, they are 'speaking', signing or using Sign language. In this thesis, opted for the noun 'user' instead of 'speaker' to align with the fact that Sign languages are not categorised as spoken languages. Whenever 'speaker' is used in relation to Sign language, it is in inverted commas.

Deaf people were usually kept from society and not allowed citizenship and religious rights (Lane, 1984). Society regarded deafness as a shameful disability and signed languages were ostracised and discouraged (Strong, 1988). It was nearly impossible for Deaf people to communicate freely; thus no written records of signed languages could be kept (Padden & Humphries, 2005). The treatment of people with disabilities and the Deaf was different between ancient Egypt and Greece. Ancient Greece killed anyone with disabilities including Deaf people (Eriksson, 1993).

Over 500 years later, written evidence arose on the value of spoken language linked to intelligence (Plato as cited in Seamons, 2017; Wright, 1969) and the inability to speak Greek in particular was seen as barbaric (Aristotle as cited in Seamons, 2017). The writings of Plato, Aristotle and Socrates referred again to deafness in the first formal records of Sign language (Seamons, 2017) in Plato's "dialogue Cratylus" (Plato as cited in Seamons, 2017, par. 4). Research shows that the first written record of Sign language came from the Ancient Greece (Seamons, 2017). Plato, Socrates and Aristotle were the first people in history to write about sign language and deaf members in their societies (Seamons, 2017). In the fifth century B.C., the philosopher Plato wrote the dialogue Cratylus where Socrates says:

> "*If we hadn't a voice or tongue, and wanted to express things to one another, wouldn't we try to make signs by moving our hands, head and the rest of our body, just as deaf people do at the present*" (Seamons, 2017, par. 4; Wright, 1969, p. 156).

According to Seamons (2017) Greek Deaf people used "a rudimentary sign language" (par. 4) to communicate in their daily lives. As long as there were Deaf people before 1817, Sign language must have been in existence, and natural (Veditz, 1913; Lane, 1977). This view that Sign language is old as humanity is confirmed by Stokoe (1960); Bellugi and Fisher (1973), Lane (1977); Cokely and Baker-Shenk (1980); Kyle and Woll (1985); Strong (1988); Stokoe Jr. (2005); Padden and Humphries (2005) among others researchers. They found that Sign languages are natural human languages, as linguistically complex as any spoken language in the world and that have been around for a long time. According to these researchers, Sign languages arise wherever Deaf communities come into existence. Stokoe (1960) and Seamons (2017) argue that signed languages have been around much longer than most people think. Sign language is "as old as the race itself" (Stokoe, Jr., 2005, p. 3). The existence of

signed languages can be traced with the history of Deaf Education (Strong, 1988) and the prevalent attitudes of society towards people who are deaf at the time.
During the Middle Ages St Augustine, a Roman priest, believed that hearing loss was a direct result of parental sins. Despite this belief, which was taken up by the early Catholic faith, over time attitudes of the society towards Deaf people and Sign languages began to change. Signed language developments in Europe and the USA illustrate this change.

In the early 1500's the Italian physician, Geronimo Cardano, challenged Aristotle's belief that hearing was required for intelligence, and developed a system of hand signs in order to communicate with his deaf son. A study by Plann (1997) records that in Spain at the same time, a Spanish Benedictine monk, Pedro Ponce de Leon (1520-1584) taught two deaf Velasco brothers in the Benedictine monastery of San Salvador Monastery in Ona. He used the signs developed by the Benedictine order during their vows of silence (Daniels, 1997). As in many other monasteries throughout Europe, the monks were required to observe total silence in certain areas, and at certain times of the day, including in the chapel, during meals, and in the dormitory (Daniels, 1997). By Ponce de Leon's day, the Benedictines had developed signs for objects common to their daily lives, including signs for foods, garments, habitual actions, emotions, and signs specific to their religious tradition, such as God, the Virgin Mary, and concepts commonly referred to in the Holy Mass (Plann, 1997, p. 21).

Ponce de Leon and other monks taught the Deaf students some monastic signs. These signs would then be coupled with signs created or brought by the Deaf students, or what we today call home signs.[12] It is likely that young Francisco and Pedro de Velasco, coming from a family with four deaf children, brought with them a well-developed system of home signs to school. According to Plann (1997) this combination of simple gestures and signs created by Deaf students, or what we today call home signs, would become more stylised and arbitrary with use over time. The signs were used to represent common people, objects, and actions would become more stylised and arbitrary with use over time. The language used would consist of these lexical items combined to form sentences. Grammatical features leading to

[12] Home signs are simply gestures that were developed inside of a caregiver's home in order to communicate with the D/deaf child. They are not helpful for someone who does not know the gestures though they work well for family members and friends. For example, if a family has developed a gesture for "drink" that is different in SASL, then a SASL interpreter will likely need to ask questions to determine meaning. This process is complex since typically the Sign language interpreter does not know any of the D/deaf person's home signs.

the development of a true language would require years of use by a community of signers (Plann, 1997).

Plann (1997) argues that in that era, Spain was the leader in Deaf education across Europe. The question of how much early Spanish Sign Language and which signs were imported from Spain into France remains unknown. As Plann (1997) points out, an estimate can be calculated by conducting cross-linguistic and cognate studies on the authorised list of signs from the early French Sign Language dictionaries. Despite Plann's findings (1997), research studies by others scholars such as Strong 1994, Marschark and Spencer (2003) argue that the only known and recorded history of Sign language started in France.

As the 1500's came to an end, a German physician, Alberti, published a book on deafness stating that deaf people could be rational in the absence of speech, showing that Deaf people could read lips and learn through writing. By the mid 1600's various publications emerged. In Spain, the first manual alphabet was published in 1620 by a Spanish priest and linguist, Juan Pablo Bonet followed by various books on Deaf Education and manual signs published in Britain by physician John Bulwer. By the mid 1700's schools for the deaf were established. An oral school for the deaf was started by Samuel Heiniche in Germany in 1755. The British academy for the Deaf was started in Britain by Thomas Braidwood in 1760, followed by the Royal Institute for the deaf mutes in France established by Abbe de l'Epee in 1775 (Karacostas, 1994; Truffaut, 1994; Grimes, 2000; Marschark & Spencer, (2003) and Jay (2008) confirms that Abbe de l'Epee[13] founded the first school for the Deaf, called the Royal Institute for the Deaf, in France in 1775.

Much has been written about de l'Epee, and in particular that he learned the signs and gestures used by Deaf people in Paris. Roots (1999) and Karacostas, (1994) confirm that Abbe de l'Epee studied Sign language, its structure and principles. He then used Sign language to teach Deaf students the language and French at his school for 29 years. Abbe de l'Epee, according to Roots (1999) made Sign language the principal means of communication and teaching. He went on to establish 21 schools for the Deaf in France, thereby maintaining

[13] Jay (2008) points out that Abbe Charles Michel de l'Epee was a French Catholic priest and one of the most important people in the history of Sign language. He is credited with 'documenting' the Deaf community of Paris. As the story goes, while visiting an area as a priest, he encountered two deaf sisters. Their mother struggled to educate them in religion so Abbe wanted to attempt to do so. After that, he completely dedicated his life to teaching Deaf people through Sign language.

and spreading the use of French Sign Language (Jay, 2008). The graduates of these Sign language medium schools went on to establish more schools for the Deaf throughout Europe (Lane, 1989; Marschark & Spencer, 2003). However, the methods Abbe de l'Epee used to teach Sign language seem to be undocumented because there are no available records. His successor, Abbe Sicard carried on his work after his death in 1789, and their (Abbe de l'Epee and Abbe Sicard)'s philosophy of using Sign language became known as the French Method (Lane, 1989). The Modern World however, saw major clashes between the French and oralist methods.

2.1.3 Nineteen Century and 21st Century

Later (in the early 1800's) Sicard introduced his top Deaf student, Laurent Clerc, to Thomas Hopkins Gallaudet, an American congregational priest, who had travelled to Europe to investigate how to communicate with his neighbour's deaf daughter (Marschark & Spencer, 2003). During the time this time in 1816, Laurent Clerc taught him Deaf education methods and Sign language. Thomas Hopkins Gallaudet returned to the USA with Clerc who was Deaf. Clerc became the first Sign language teacher in the United States of America (Marschark & Spencer, 2003). According to Roots (1999), Clerc blended the French signs he learned from de l'Epee with the indigenous USA signs to shape the modern American Sign Language (ASL). Laurent Clerc's graduates went on to open many Sign language medium schools for the Deaf throughout the USA (Marschark & Spencer, 2003). In 1864, one of the schools for the Deaf was transformed into an institution of higher education for the Deaf, Gallaudet University, named after the notable figure in the advancement of Sign language and Deaf Education in the USA, Thomas Gallaudet (Roots, 1999; Marschark & Spencer, 2003).

The teaching of the Deaf came to a halt when Abbe Sicard was arrested[14] during the French Revolution of 1789 (Karacostas, 1994). Deaf students held demonstrations and protests several times to get Abbe Sicard freed from prison, so that his work could continue. Due to the protest and his royal connections, Abbe Sicard was eventually released to resume his

[14] Abbe Sicard was arrested because of his religious non-conformity, his priestly status (which he never abandoned) and his reputed counterrevolutionary leaning (Kennedy, 2015).

work with Deaf people. Laurent Clerc[15] was a Deaf student of Abbe Sicard that Thomas Gallaudet recruited to go to America to teach Deaf students. Laurent Clerc, according to Truffaut (1994) pioneered Sign language in the United States of America (USA).

Even though the literature (Kyle & Woll, 1985; Groce, 1985; Lane, 1977; Seamons, 2017) shows that the early steps in documenting Sign language were taken in Spain in the 1600s, the formal Sign language as we know it today was actually developed in France in the 1800s (Seamons, 2017). Thus, Strong (1994) argues that a suitable starting point for the history of Sign language is 1817, when Thomas Hopkins Gallaudet established the first school for the Deaf in the USA. This means that signed languages have a long history, in precisely the same way other spoken languages do (Groce, 1985). Signed languages have undergone many transformations throughout their history. Studies report that Abbe de L'Epee, a French member of the clergy, was concerned about the spiritual needs of deaf people. He got to know the deaf community and learned Sign language. After he had learned Sign language, he started educating deaf people and subsequently identified the need to train teachers of the deaf. He devised the first a signed language system in France during the 17th century (Marschark & Spencer, 2003). According to Lane (1984), at the time of de l'Epee's death, 21 schools for the deaf had been established in France and Europe. At these schools, Sign language was a predominant method of communication (Sacks, 1989). Due to the dominance of Sign language in the education of Deaf students between 1817-1880, the period was referred to as the "golden period in deaf history" (Sacks, 1989, p.15).

The 1800's was a time of great process for Deaf students and Deaf Education. Lane, Hoffmeister & Bahan (1996) report that deaf students accessed and shared knowledge through Sign language in their respective Sign languages and as a result, Deaf adults held key professional positions within the education systems, law and medicine among others. Deaf people could pursue any careers they wanted (Sacks, 1991). Sacks termed the era succinctly:

> "*This period – which now seems a sort of golden period in deaf history – saw the rapid establishment of deaf schools, usually manned by deaf teachers, throughout the civilized world, the emergence of the deaf*

[15] Laurent Clerc is one of the most recognizable figures in the history of Deaf people. He was a student at the first school for the Deaf in the world and later a co-founder and an ASL teacher at the first school for the Deaf in America. He played a significant role in shaping Deaf Education to which he is referred as the Apostle to the Deaf People in the new world (Carroll & Mather, 1997, p.21)

from neglect and obscurity, their emancipation and enfranchisement, and their rapid appearance in positions of eminence and responsibility – deaf writers, deaf engineers, deaf philosophers, deaf intellectuals, previously inconceivable, were suddenly possible" (Sacks, 1991, p. 21).

This golden period[16] of the development and spread of the use of Sign language in schools for the Deaf came to an abrupt end at the second International Congress on Deaf Education in Milan, Italy in 1880 (Gannon, 1981, as cited in Morgans, 1999). The Milan Congress, represented by primarily hearing people, banned the use of Sign language in schools for the Deaf in favour of the oral approach to education (Branson, 2002). Roots (1997) has reported that the Congress resolution pitted the advocates of Sign language against the advocates of oralism (the use of speech) as a medium of teaching deaf children. According to Roots (1999), the advocates of the use of Sign language in Deaf education were mostly Deaf teachers, whereas the advocates of the oralist approach to teaching deaf children were predominantly "hearing teachers, speech therapists, doctors, administrators and the hearing parents of deaf children" (Roots, 1999, p. 30). The delegates at the Milan Congress, of which only one was deaf, voted to ban the use of sign language in education in favour of the oral method. The Milan Congress's passing of the recommendation that the use of Sign language in the education of Deaf children and young people be abolished had a ripple effect on the international Deaf community (Morgans, 1999). Deaf teachers lost their positions. The resolution had an international ripple effect as institutions and schools for the Deaf world-wide began implementing this change. The change was evident during the period 1960-2000.

The resolution to ban Sign language had an impact on the education of Deaf people as far afield as South Africa, and oral schools were established shortly after the Milan Congress. According to Reagan, Penn and Ogilvy (2006), the schools that followed the oral approach included De La Bat in Worcester, Dominican-Grimley in Cape Town, Efata in King Williamstown, and later, St. Vincent in Johannesburg (see Table 2.6).

The 1880 Milan Congress is now an event in the history of Deaf education internationally that marked the decline of quality Deaf Education, and the ultimate oppression of Deaf

[16] Opposed to the golden period was the dark ages, the years between 1900 and 1960 when oralism dominated in Deaf Education and Deaf people were excluded from the teaching profession (Gannon, 1981). The dark ages signaled "the shift from sign to speech … brought a shift from Deaf to hearing teachers" (Perlmutter, 1991, par. 12).

people, their language, and their culture (Moores, 2010). Around the 1940s, some schools for the Deaf realised that the oral education of the Deaf was not working (Aarons & Reynolds, 2003). These schools introduced Sign language to support the speech. By the 1960's when the oral method started to fall out of favour in Deaf Education, most professions started excluding Deaf people. A renewed movement towards manualism (the use of Sign language in the education of Deaf students) was strengthened by the publication of Stokoe's Sign Language Structure Book in 1960. Stokoe (1960) found that Sign language is a language in its own right with its own structure that is equal to any spoken language. In the 1980s, the rights movement began, and Deaf activists pressed strongly for the rights to Sign language and Deaf identity.

Worldwide in 2010, the International Congress on the Education of the Deaf (ICED) rejected their own resolution from the 1880 Milan Congress that had banned the use of Sign language in the education of Deaf children, thus promoting exclusive use of speech and residual hearing called 'oralism'. At the 2010 Vancouver Congress, educators of the Deaf (both Deaf and hearing) resolved to call upon nations to include the Sign languages of their Deaf citizens as official languages and to treat them as equal languages as those of the hearing majority. Literature on the history of Sign language shows that Europe and the United States of America led other nations in the development of their signed languages. However, there were also notable Sign language developments in the Middle East and Africa,

2.1.4 Sign languages in Middle East, Africa and Asia Pacific

Al-Hilawani (2009) writes that Sign language in Kuwait and United Arab Emirates (UAE) is "in its infancy" (p.122). He says it is limited in scope and has not yet been developed and advanced to be used fully in education context. In the late 1990's service providers for Deaf people met and agreed on a unified form of Arabic Sign Language. The outcome of the meeting was a dictionary of Arabic signs to be taught and used by Deaf students in Arab countries (Al-Hilawai, 2009).

Vyst (2015) points out that African Sign languages have evolved outside the context of Deaf education. Despite what Vyst (2015) found, the written records about Sign languages in Africa are linked to the developments in Deaf education. Literature by Carroll and Mather

(1997) and Garland (2014) credit Andrew Foster[17] with revolutionising Sign language and Deaf education in Africa by creating schools to educate deaf children in Sign language, train teachers of the Deaf and Deaf leaders. In his final year at Gallaudet University, Foster had read that in all of Africa with 51 countries and a half billion of people, there were only twelve schools serving children with disabilities including Deaf people. According to Moore & Panara (1996) Foster also found that "an unknown number of children were illiterate, languageless, and isolated" (1996, p. 216). In 1957, he travelled to Ghana and found no programs, no schools and no teachers for Deaf people (Kiyaga & Moores in Morres & Miller 2009). Foster established his first school for deaf children in Ghana. At the time of his death in 1987, he had founded 32 Sign language medium schools in over 17 African countries (Garland, 2014). South Africa is not one of the countries in which Foster opened Sign language medium schools, because most schools for the Deaf in South Africa were established before he came to Africa.

The advocates of Sign language in South Africa used this resolution to increase pressure on the State to speed up the process of the implementation of South African Sign Language as a subject in schools for the Deaf. Interestingly, De La Bat, Efata and St. Vincent, which had vehemently supported the oral approach to Deaf Education, have changed their language policy. They now recognise and use South African Sign Language in their education programmes. The development of the SASL curriculum policy has been influenced by the advances in the Sign language development internationally for example, in Asia and the Pacific.

According to Johnson, Lytle and Yang (2009), Rev. Charles Rogers Mills and his wife, Annette Thompson Mills established the first documented school for the Deaf and blind in China in 1887. The school was named "Chefoo school for the Deaf" Johnson et al. (2009, p. 19). On the Mills' return from the Milan congress, they promoted oral method of communication with deaf people. The school also trained hearing people to be teachers of deaf children. Johnson et al. (2009) point out that the French Catholic Church established another school in Shanghai, China a few years after the establishment of Chefoo school for the Deaf. The new school used the French manual alphabet. In 1947 a Chinese man started

[17] According to Garland (2014), Andrew Foster was the first Deaf African American to graduate from Gallaudet University. He came to Africa, as a missionary and established numerous schools for the Deaf between 1957 and 1987. He is revered by all Deaf Africans who knew or studied with him.

another school for the deaf and his deaf son later became a teacher at the school. Although the oral approach was promoted by the Chinese governments, sign supported Chinese and Chinese Sign Language were everyday practices in schools for the deaf in China (Johnson et al. 2009). In South Korea, Choi (2009) writes that Beckweon Yoon, the principal of the Seoul National School for the Blind and Deaf insisted that teachers use the manual alphabet in educating deaf students. However, bilingual[18] and bicultural has since emerged as "an important educational phenomenon that could lead to a radical restructuring of deaf education in South Korea" (Choi, 2009, p. 93).

In Australia, British Sign Language (BSL) was brought by "deaf free settlers from about 1830" (Power, 2009, p. 9). According to Power (2009) BSL has adapted to the Australian environment and in the present day the language is known an Australian Sign Language (Auslan). Auslan is recognised in the National Policy on Languages (Lo Bianco cited in Power, 2009, p. 9) and the Australian Language and Literacy Policy (Dawkins cited in Power, 2009, p. 9). Auslan is extensively available to Deaf students in schools, colleges and university as a LOLT and subject (Power, 2009). One of the students from Auslan using schools is Mr Allen, who in 2011 became the President of the World Federation of the Deaf.

2.1.5 The World Federation of the Deaf

The World Federation of the Deaf (WFD), an international, non-governmental central organisation of national associations of Deaf people, with a current membership of 128 countries, embraces the principle that Deaf people are primarily 'visual beings' whose eyes are the portal to the world of information and knowledge. The WFD was established at the first world congress of Deaf people in Rome in 1951. Thus, the WFD asserts that sign languages and visual strategies must be available to Deaf people as a birth-right. This includes the right of Deaf people to the sign language of their country. The WFD further asserts that without respecting the linguistic rights of Deaf people, their human rights cannot be upheld.

[18] Grosjean (2001) is the internationally known researcher on bilingualism. He asserts that Deaf people are bilingual if not multilingual. According to Grosjean, "every deaf child, whatever the level of his/her hearing loss, should have the right to grow up bilingual. By knowing and using both a sign language and an oral language…the child will attain his/her full cognitive, linguistic, and social capabilities" (p.110).

The World Federation of the Deaf is advocating the use of the national sign languages and the recognition of the spoken languages in the education of learners who are Deaf. In other words, the WFD calls for "the introduction of bilingual education into schools for the deaf, for native sign languages to be recognised and used as the first languages for deaf children and for second languages to be taught through reading and writing" (WFD, 1993, p. 13). The WFD's call is rightly supported and recognised in the South African Constitution. Chapter 1 section 6(5) (a) which declares the development, recognition and promotion of sign language. In spite of the WFD's call for the promotion of sign languages, the status of the languages still varies from country to country. The World Federation of the Deaf has fought to strengthen the status of national signed languages worldwide by assisting national associations initiate legal processes for signed languages. Thus many countries have developed legal processes to strengthen Sign language rights of Deaf people.

2.1.6 Legal processes: The development and promotion of signed languages

Having provided an overview of the history of Sign language development and establishment over the centuries, in the following section, I explore the establishment of legal processes and present the legal status of signed languages in selected countries. These legal processes led up to signed languages being accredited as languages for education purposes – both as language of learning and teaching (LOLT) and a recognised school subject.

Sign language recognition legislation has been on the agenda of the WFD and national association for the Deaf around the world since 1980's but has only become a widespread political priority since the 1990s (De Meulder et al., 2019). From 1990, a number of countries' languages in general were recognised as national languages, official languages, languages for education purposes, regional languages or minority languages (De Meulder et al., 2019). In this section, I present an overview of Sign language recognitions by nation. Many countries such as France, Sweden, Finland, Norway, Germany, Uganda and the US passed laws that promoted the use of signed languages. However, the Americans with Disabilities Act (ADA) of 1990 and the Individuals with Disability Education Act of 1990 seemed to be the much talked about Act related to Deaf people and Sign language use internationally (Siegal, 2008). ADA is a civil law that was passed in the USA in 1990 to help secure the rights and freedoms that citizens with disabilities, including Deaf people, are entitled to (ADA, 1990). The ADA encourages the learning and study of Sign language so

that people can understand its structure, and be able to communicate using it. The ADA prohibits the discrimination against any person with disabilities in all areas of public life in the United States of America. The Act provides broad legislation which expands the civil rights of people with disabilities, including Deaf people, for access and education to areas such as public services. The IDEA encourages the provision of students with disabilities, including Deaf students with the same opportunities for education as those students who do not have a disability. The IDEA emphasises the need for special schools and inclusive education setting. It is at schools for the Deaf where Deaf students learn and promote their national Sign language. The ADA and IDEA had a ripple effect on Sign language development in many nations, due to America's international influence (Miller, 2008).

Due to ADA and IDEA legislation, Deaf people who qualify to attend higher education institutions are entitled to the most effective means of communication being provided by the institution. For most Deaf people, the most effective means of communication is Sign Language, as facilitated by a Sign Language interpreter. This is not to deny that other methods such as Signed Exact English, cued speech and simultaneous communication are also supported by ADA. Legal recognition of signed languages however differ from country to country. Countries have their own policy with regard to the status of their national signed languages.

In Australia Sign Language (Auslan) was recognised by the Australian Government as a community language other than English and as the preferred language of the Australian Deaf community in policy statements in 1987 and 1991. This recognition ensured the use of Auslan in Deaf education, and the provision of Auslan/English interpreters has become more common in the country. Despite this, an Auslan curriculum was only officially implemented in Australian schools in 2017.

In Africa, Lutalo-Kiingi and De Clerk (2017) found that, as of 2015, only four African governments had formally recognised their indigenous national Sign Languages, namely Kenya (2010), Zimbabwe (2010), and South Africa (1996), although only approved as school subject in 2015 and Uganda (1995). Uganda is one of the nations to recognise its national sign language (USL) as an official language in its constitution (Yeo, 1999) on the 8th of October 1995. This made the Ugandan National Sign Language one of the few constitutionally recognised sign languages in the world. As an official language in Uganda,

UgSL is taught in schools and used as an official language of communication within the Ugandan Deaf Community. A Deaf signer, the Honourable MP Alex Ndeezi, was subsequently elected to parliament the same year (WFD, News, April 1996).

The national official languages of New Zealand are English, Maori and New Zealand Sign Language (see Mayer, 2009). New Zealand Sign Language (NZSL) was declared an official language of New Zealand in April 2006 under the New Zealand Act of 2006. According to Mayer et al. (2009), the New Zealand Ministry of Education published a curriculum document for NZSL in 2007 which gave opportunities for Deaf learners to study NZSL as a first (home) or second (first additional) language. In New Zealand, teaching curriculum is generically referred to as bilingual education (Fitzgerald & Associates, (2010). Bilingual education, according to Fitzgerald & Associates, (2010), involves teaching academic content in two languages, in a first and a second language with varying amounts of each language used in accordance with the programme model. Bilingual education requires proficiency in a first language and for Deaf children, Sign Language is the most accessible first language.

The New Zealand Ministry of Education believes that the purpose of the bilingual programme is "to enable deaf children to become linguistically competent, access an age-appropriate curriculum, facilitate literacy skills, provide opportunity for meaningful social interaction and dialogue, and provide Deaf students with a positive sense of themselves and their own identity" (Fitzgerald & Associates, 2010 p. 14). Sign languages, according to McKee (2014), used to be transmitted from generation to generation in the Deaf families, in direct contact between Deaf people, for example in schools for the Deaf, and in other situations where people were communicating in Sign language. However, the recognition of Sign languages by governments as first language of Deaf people increased the need for formal courses in Sign language. In addition to New Zealand, a number of countries, such as Sweden, Norway, Uganda, South Africa, Finland, Australia, and the United States offer formal courses at schools through national Sign language curricula.

Table 2.1: Comparison table of Sign language curricula

Country	**Length of curriculum**	**Aimed at which learners**	**Language levels**	**Pedagogy**
Uganda	13 years	Deaf/ hard of hearing	1	Communicative approach

Finland	1 – 4 years	Hearing adults	2	Functional/notional approach
Norway	13 years	Deaf	1	Bilingual method
Australia	12 years	Deaf	1 & 2 pathways	Communicative approach
USA	13 years	Deaf	2 (foreign)	Functional/notional approach
South Africa	13 years	Deaf/hard of hearing	1	Text based & Communicative approach
Sweden	10 years	Deaf/hard of hearing	1	Bilingual method
New Zealand	10	Deaf/hard of hearing	1	Bilingual method

It appears that the teaching of Sign languages is well-established in countries such as Uganda, Finland, Norway, Australia, the US, South Africa and Sweden, because it was easier to find their Sign language curricula than other countries. Sweden was one of the first countries in the world to recognise a signed language as a language. According to Nilsson and Schonstrom (2014), the recognition of Swedish Sign language by the state had major consequences for the acknowledgement of the language as a first language for Deaf people, and increased the need for formal courses in Swedish Sign language. Although the formal teaching of Sign languages started after their recognition as first languages of Deaf people, the academic study of how people learn a language can be found long before the recognition. McKee et al. (2014) points out that following William Stokoe and Associates' recognition of American Sign Language as a language in terms of linguistic features in the 1960s, Sign language research and teaching centres were established in many countries, from 1970 onwards. From the Sign language centres emerged a number of approaches and methods in Sign language teaching. This section discussed signed languages from the international perspective, the following section presents the South African perspective on SASL.

2.2 South African perspective

Like in other nations, South African Sign Language and Deaf education have had influences from international developments pertaining to signed languages (Storbeck, 1998). However, each country, including SA, has its own perspective. The South African perspective on Sign language (SASL specifically) is presented as follows: history of Sign language in South

Africa, number of SASL users, the nature of SASL, the development of SASL, SASL in relation to South African national official languages, SASL and bilingual/bicultural philosophy, legislation and policies related to SASL, Deaf Federation of South Africa and SASL, the role of SASL in the education of Deaf learners in South Africa, the process of SASL curriculum development, an overview of Curriculum and Assessment Policy Statement for SASL and Sign language teaching approaches and methods.

2.2.1 Sign language (SASL) history

The history of South African Sign Language is "intertwined with the history of apartheid schooling and its complicated language policies" (Aarons and Reynolds in Monaghan et.al., 2003, p. 197). Thus presenting a brief history of schools for the Deaf in South Africa can help the reader. Aarons and Reynolds (2003) point out that generally, speaking was perceived by the South African government as the prestigious form of a language, so schools for White Deaf students used oralism and had access to hearing aids and speech therapists. Schools for Black students used some measures of manualism[19] and had no access to hearing aids and speech therapists. In 1863, the Dominican sisters from Ireland established a school for the Deaf in Cape Town. The school catered for all race groups and used sign language as a LOLT. English was taught as the written language. In 1904, two schools for White Deaf learners were established in South Africa (Aarons and Reynolds (2003). And from there, many more schools were established throughout South Africa (see Table 2.6). Although the official policy emphasised oralism, Sign language thrived among learners in schools for the Deaf, especially in schools for African Deaf learners because they were not forbidden to sign.

As indicated in the introduction chapter, SASL is the primary and most accessible language of the South African Deaf community (DeafSA, 2009). Storbeck et al. (2009) found that SASL has been around as long as there have been Deaf people in South Africa, who needed to communicate with one another. Very little has been formally researched about SASL, in particular by Deaf or hearing linguists who are native signers. The little research that exists, for example, by Jones (1994), DeafSA (1994, 1996 & 1997), Kellerman (1998), Reagan (2002) and Aarons & Reynolds (2003) indicates that SASL started to be recorded with the development of deaf education in South Africa. The development was initiated by the Irish

[19] Manualism referred to here was not a natural Sign language but a mixture of speech and some signs.

and German Dominican orders and the Paget-Gorman system. SASL, like other African sign languages such as Uganda Sign Language, Kenya Sign Language and Zimbabwe Sign Language, appears to have been influenced by Irish, German and British Sign languages.

Lutalo-Kiingi & De Clerk (2017) and Kiyaga & Moores (2003) argue that educational developments for the Deaf in sub-Saharan Africa have been supported by missionaries and NGOs and have been influenced by the educational philosophies, practices and sign languages from the donor countries. Thus traces of Irish Sign Language within SASL relates back to the establishment of the school for the Deaf in Cape Town by the Irish sisters. Storbeck et al. (2009) argues that American Sign Language (ASL) might also have played a role in the development of SASL as some teachers of the Deaf were sent to study at Gallaudet University and brought with them some ASL vocabulary. There were also SA Deaf adults who travelled and studied in the USA. When they returned, they used mostly ASL, which Deaf learners copied. However, it must be pointed out that, as with all natural languages that grow, develop, borrow and expand based on communicative needs and outside influences, SASL remains intact.

South African Sign Language is thus documented alongside the first schools for the Deaf that missionaries established in South Africa in the 1860's (Aarons & Akach, 2002). The literature studied also reveals that SASL developed naturally[20] (Sandler and Lillo-Martin, 2001) and that Deaf people in South Africa have used SASL to communicate for years in spite of its history of being oppressed and overlooked by the wider society (Morgans, 1999; Aarons & Akach, 2002; Kiyaga & Moores, 2009; Cooper & Rashid, 2015). Schools for the Deaf in South Africa were largely established by incoming Irish and Catholic churches in 1863 (Aarons & Akach, 2002).

Nationally and internationally, the education of Deaf and hard of hearing children has undergone many philosophical changes of approach (Skutnabb-Kangas, 1999). South Africa appears to lead the way in this regard, where the fate of Sign language underwent an about-turn when the new South African Constitution was negotiated in 1994, and ratified in 1996. The South African Constitution of 1996 included a Bill of Rights, which became a viable

[20] Sign languages are natural "in the sense that they are not consciously invented by anyone, but rather develop spontaneously wherever deaf people have an opportunity to congregate and communicate regularly with each other. Sign languages are not derived from spoken languages; they have their own independent vocabularies and their own grammatical structures" (Sandler & Lillo-Martin, 2001, p. 1-2).

weapon in the fight for the recognition of SASL as a natural and accessible language of Deaf South Africans.

In the 1960s, reports in the United Kingdom and the USA were produced which questioned the continued use of oral-only approaches, considering the poor educational achievements of deaf children. Different approaches, such as Total Communication, See Essential English, and Signed Exact English and cued speech were developed in response, which schools in South Africa adopted on a trial and error basis, just as anywhere else in the world. The use of these methods did not escape controversy, which is on-going.

Researchers, starting from Stokoe in 1960s, have proven that signed languages are fully-fledged languages that provide natural communication and cognitive development (Morgans, 1999; Akach, 2010). This was recognised internationally, as well as in South Africa, through the 1994 South African Schools Act where SASL was recognised as the Language of Teaching and Learning (LoLT) for deaf children. This development created a demand for new resources, skills and personnel. Yet the funding structures and service delivery options have not yet developed enough to meet this new demand (Akach, 2010).

Through the 1990s, in Sweden, the concept of bilingual/bicultural education was developed and these programmes ensured that deaf children learn through both sign language and the written/spoken form of the majority language of the community (Mayer & Akamatsu, 1999). This made children able to develop skills to function in both hearing and Deaf communities. In bilingual/bicultural programmes within ordinary public schools, it is essential to have human resources available in the form of Deaf teaching assistants and itinerant teachers, who can offer advice, resources and support as language and role models in order to ensure that the implementation of inclusive education is achieved optimally and the standards of education in special schools are enriched (Akach, 2010).

Technological developments have also had an impact on the education of deaf and hard of hearing children. Hearing aids and cochlear implants have meanwhile improved dramatically. Such technological advances are seen as ‘aids’ to learning speech and language, when coupled with appropriate aural/oral, bilingual/bicultural and auditory/verbal programmes. This highlights that there are a number of pathways in which individual deaf and hard of hearing children can be educated. This depends on having the right assessment measures in

place in order to ensure that the most appropriate placement of Deaf and hard of hearing children is achieved. The table below provides a summary timeline of Deaf and Sign language history in South Africa as related to important Deaf events in the world.

Table 2.2: Timeline of major moments in Deaf Education and signed languages

1755	Abbe de l'Epee established a school for the Deaf in France
1789	Abbe de l'Epee dies and leaves a legacy of 21 schools for the Deaf in France and Europe
1817	American school for the Deaf is started in Hartford
1830's	American Sign Language officially adopted
1863	Irish sisters start a training programme for the deaf (Dominican school)
1864	Gallaudet college opened
1874	Grimley Institute for the Deaf is opened in Cape Town, SA
1877	German (Dominican) sisters open school for the Deaf in King Williams Town, SA
1880	International congress on education of the Deaf in Milan – oralism adopted
1881	Dutch Reformed Church opens De la Bat school in Worcester, Cape Town
1920	Oralism formally implemented is schools for the Deaf in South Africa
1927	Height of pure oralism
1929	South African National Council for the Deaf (SANCD) established
1934	Schools for the Deaf divided into Europeans and non-Europeans. German Dominican sisters move the schools they established in 1877 to Johannesburg, SA and rename it St Vincent School for the Deaf
1941	First school for Black Deaf established (Kutlwanong school for the Deaf)
1954	TransOranje school for the Deaf opened in Pretoria, SA
1960's	Total communication developed
1969	First school for Indian Deaf students opened (Durban school for the hearing impaired)
1970's	Sweden and Denmark do research into Sign language and Education
1980	N. Nieder-Heitmann publishes "Talking to the deaf", a visual manual of standardized signs for the Deaf in SA
1980's	Sweden and Denmark provide academic instruction in Sign language
1984	VN Naik school for the Deaf opens in Durban, SA

1991	N Beaurain elected the first chairperson of SANCD
1992	Southern Sign language Dictionary published
1995	SANCD becomes DeafSA and accepted as a member of the World Federation of the Deaf. K Kellerman becomes the first national director of DeafSA
1995	Uganda becomes the first African country to recognize Ugandan Sign Language as an official language
1997	Integrated National Disability Strategy acknowledges the promotion and protection of sign language
1998	DeafSA organizes the first national indaba for the Deaf in Bloemfontein, SA. First international conference for teachers and parents of the Deaf organized.
2000	Business Plan for SASL launched
2002	South African Qualifications Authority approves Unit Standards for SASL
2002	SASL Unit is established with Pan South African Language Board
2003	DeafSA marches against slow development in Deaf Education and SASL
2006	Position Paper on SASL Interpreter Services is approved
2009	Pietermaritzburg High Court orders the DBE to initiate a process for the introduction of SASL as a school subject
2010	Ministerial committee manages SASL curriculum writing process
2015	SASL officially introduced in schools for the Deaf as a school subject
2018	First cohort of Deaf students sit for SASL Grade 12 national examination

Adapted from (Storbeck,1998, p. 6)

The table above provides an overview of the timeline of Deaf Education and Sign language in South Africa as linked to major Deaf events in the world. The international events regarding education of the Deaf and Sign language influenced the South African Deaf Education context. Before 1880, schools for the Deaf in South Africa used Sign language but after 1880 the schools for the Deaf followed the international trend of using oralism in schools. However, after Stokoe's 1960 publication of the Sign language structure, schools for the Deaf in South Africa moved towards manualism. Thus, the number of Sign language users in South Africa grew.

The exact figure for the number of Deaf people[21] or SASL users in South Africa is not available. The possible sources are the national census conducted in 2011 and the estimates presented by DeafSA in 1998. The Census 2011 presented the number of native SASL users as about 260 000, while DeafSA estimated the numbers to be 1 600 000 in 1998 (DeafSA, 1998). Despite these questionable figures from the two sources, the idea of the number of Sign language users in South Africa is provided. The number of Sign language users can be placed between 260 000 and 1 600 000. It must be noted that questions relating to the status of hearing were ambiguous. The Census did not ask specifically if a person is Deaf, but asked if a person has difficulty 'hearing'. This term does not differentiate between people who are physically deaf, but identify themselves as culturally Deaf and who use SASL, and people who are physically deaf and do not use SASL. In 1998, DeafSA gave the approximated number of the Deaf community as 1.6million (DeafSA, 1998). DeafSA used the figures from the Central Statistic Services (now Stats SA)'s 1994 mid-year estimates. With regard to the SASL use, the 2011 Census reported that 0.5 percent (258 853) and DeafSA estimated three percent (1 611 386) of the SA population of 51 770 560 indicated that they used Sign language, while DeafSA estimated it to be three percent (1 611 386). The tables below show the numbers of Deaf people and SASL users from the available statistics.

Table 2.3: Deaf population by province

Province	WC	EC	NC	FS	KZN	NW	GP	MP	LP	SA
Deaf	363308	643679	73731	272683	850534	325299	686910	292157	520163	1611386

WC – Western Cape, EC – Eastern Cape, NC – Northern Cape, FS – Free State, KZN – KwaZulu-Natal, NW – North West, GP – Gauteng Province, MP – Mpumalanga, LP – Limpopo, SA – South Africa

DeafSA (1998)

Table 2.4: SASL users population by province

Province	WC	E	NC	F	KZN	W	GP	MP	LP	SA
SASL	22 172	42 235	3 933	32 910	48 575	14 924	52 744	8 932	8 230	234 655

Stats SA (2011)

Since Deaf people do have a disability in the sense that they cannot hear, they are often counted as part of the disability group. According to Statistics South Africa (2011) the

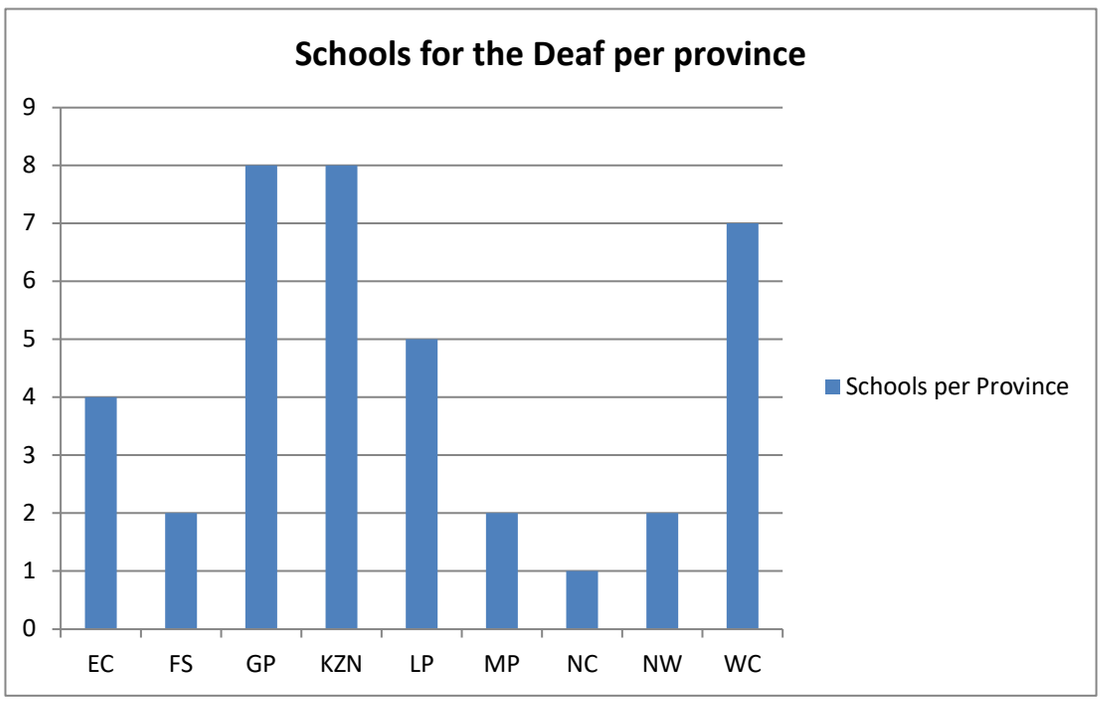
[21] DeafSA defines being 'Deaf' as all persons who consider themselves deaf and also identify with Deaf culture and the Deaf community. In particular, Deaf refers to those persons who use SASL as a means of communication, including the hard of hearing, deaf-blind and deafened individuals who align and identify themselves with Deaf culture and with SASL (DeafSA, 2009).

national disability prevalence rate is 7.5%, that is, 2 870 130 people in South Africa have a disability. Of the nearly three million people with disabilities, 3.7% have a hearing disability, which amounts to 106 195. This (106 195) figure refers to the number of people with hearing impairment in the disability sector within the South African population.

The vast difference between the DeafSA and census figure can be attributed to the misunderstanding of the Census question. Census 2011 asked about the two languages, which are spoken often in the household. The wording of the question is not clear, because most homes where deaf children live are occupied by non-signers. The majority (90%) of deaf children are born to non-deaf parents, who don't sign, while only 10% are born to Deaf parents (Magongwa, 2012). The majority of deaf children do not communicate naturally with their families in Sign language. It is therefore unlikely that these deaf people would indicate Sign language as the language spoken in their parents' household. Secondly, the census recorded nearly the same numbers of Deaf people in 1994, 2008 and 2011, while the figures for speakers of other languages have either increased or decreased between the censuses. The discrepancies in figures and the ambiguity of the questionnaire led to the vastly under reporting of SASL users by the census of 2011.

Statistics SA (2011) acknowledges that in some cases the disability was not recorded due to uncertainty about the meaning of the term 'disability'. Special schools in South Africa are often disability specific, for example there are schools catering specifically deaf children. However, we cannot rely on schools for the Deaf about the numbers of Deaf people in South Africa because not all deaf children go to schools for the Deaf. There are deaf learners in mainstream and special schools for learners with disabilities (Magongwa, 2012). The figure below presents the number of schools for the Deaf in South Africa that were on the list of schools registered on the DBE database in 2013.

Figure 2: Schools for the Deaf per province



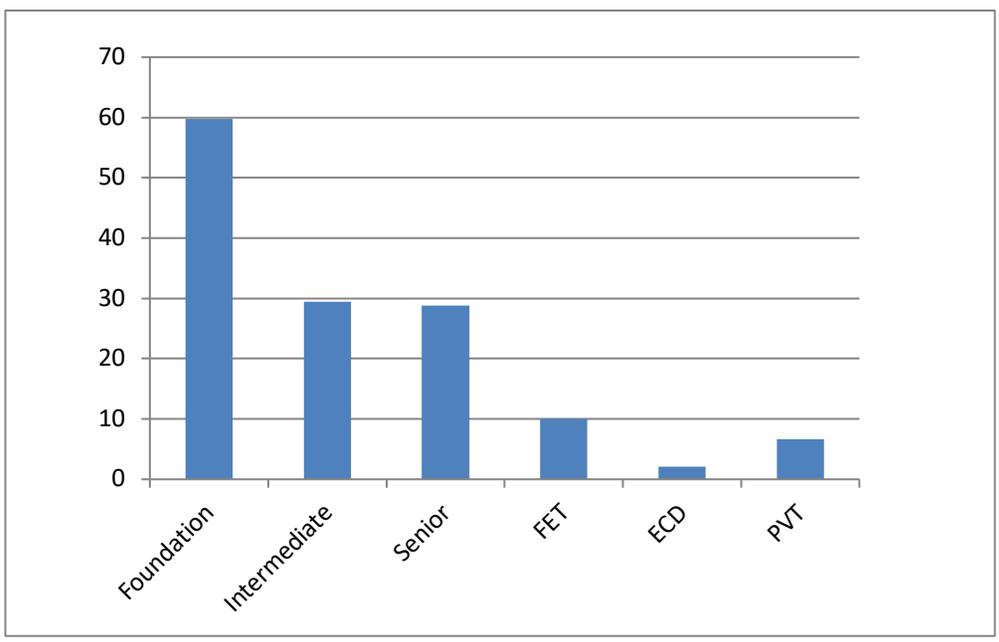
DBE SASL Audit Survey Report (2013a, p.7)

The above graph indicates how the 39 schools for the Deaf in South Africa are distributed across the provinces. Gauteng (GP), KwaZulu-Natal (KZN) and the Western Cape (WC) have the most number of schools. The Northern Cape (NC), despite being geographically the largest province, has only one school for the Deaf. Most deaf children in the NC are attending schools for the Deaf in its neighbouring provinces of the North West (NW), the Free State (FS), KwaZulu-Natal (KZN) and the Western Cape (WC).

It should be noted that the number of schools for the Deaf are not determined by the size of a province, for example, Gauteng (GP) is 18 178km2 yet has eight schools for the Deaf, while Northern Cape is 372 889 km2 (StatsSA, 2011), yet has only one school for the Deaf (DBE, 2013a). Gauteng and KwaZulu-Natal (KZN) both have eight schools for the Deaf, although the two provinces differ in the area size. Gauteng is 18 178km2 while KwaZulu-Natal is 94 361km2 (StatsSA, 2011). In terms of population, GP has 12 272 263 people while KZN has 10 267 300 people.

In all schools for the Deaf in the nine provinces, the majority of deaf children come from hearing families, who often do not sign. Schools for the Deaf are thus a very important place in Deaf people's life. It is at these schools where deaf children realise that there are other people like themselves, and it is at these schools where deaf children are exposed to Sign language and acquire or learn it. Figure 3 below shows the percentages of teachers of the Deaf who were teaching SASL as a first language subject in 2016.

Figure 3: Percentage of teachers teaching SASL



DBE SASL Audit Survey Report (2013a, p. 27)

In 2013, the Department of Basic Education conducted a survey to determine readiness of schools of the Deaf to implement the SASL subject curriculum. The report, as per the graph above, indicated that the majority of teachers in the foundation phase were teaching SASL subject while a minority of teachers in the ECD said the same. Although teachers were asked about the curriculum they used for teaching SASL, the report does not specify the curricula used. The statistics in the graph show a big difference between the numbers of teachers who were teaching SASL in the Foundation Phase and in the ECD in 2013. The low percentage of SASL teachers in the ECD is due to the neglect of the needs of children with disabilities (Department of Social Development 2009 in Storbeck & Moodley, 2011). In SA, although ECD is recognised by the State as an important area for development, the statistic above

shows otherwise. Table 2.5 below present the numbers of Deaf students and teachers in schools for the Deaf in Gauteng province of South Africa.

Table 2.5: Teacher-Learner ratio

School Name	Total Teachers	Total Learners	Teacher: Learner ratio
Dominican	53	403	1:8
Ekurhuleni	11	268	1:24
Filadelfia	29	413	1:14
McKharbai	27	142	1:5
Sizwile	27	265	1:10
Sonitus	35	292	1:8
St Vincent	37	334	1:9
TransOranje	33	207	1:7
Total: 8	**252**	**2424**	*10 is the average learner to teacher ratio across the eight schools for the Deaf in Gauteng. 9 is the overall ratio of learners to teachers for Deaf Schools in Gauteng.

DBE SASL Audit Survey Report (2013a)
*Magongwa (2020)

According to the information retrieved from the SASL Audit Survey Report (DBE, 2013a), the number of Deaf learners in schools for the Deaf in Gauteng is 2424 and the number of teachers is 252. Sonitus (a school for hard of hearing learners) is the only school in Gauteng that has opted not to offer SASL, as it follows the oral approach to teaching Deaf learners. An oral approach to teaching deaf children focuses on the use of their residual hearing in combination with speech reading and contextual cues so as to better comprehend and use a spoken language.

Steyn (2015) reported that the White Paper 6 on Inclusive Education (Department of Basic Education, 2015), indicates that in 2014 there were 6503 Deaf learners, 28 Deaf-blind learners and 1239 hard-of-hearing learners in public special schools in South Africa. Statistics for learners with special educational needs enrolled in public mainstream schools in 2014 are not available, but the relevant 2013 statistics are as follows: 465 deaf learners, 86 deaf-blind learners and 3075 hard-of-hearing learners. This amounts to 7770 Deaf-related learners in special schools versus 3626 in mainstream schools. As stated earlier, the medium

of teaching in special schools for the Deaf is SASL. The next section presents a brief overview of the nature of South African Sign Language (SASL).

Contrary to popular belief, Sign language is not universal. Each country has its national Sign Language, for example, Ugandan Sign Language (UgSL), British Sign Language (BSL) and Iranian Sign Language (ISL), to name a few. In South Africa, we have South African Sign Language, commonly known as SASL. As stated earlier, like all sign languages, SASL is a visual and spatial language developed and used by the South African Deaf community to communicate with one another (Morgans, 1999). It is the accessible and preferred language used by members of the South African Deaf community (Akach & Morgans, 1999; Aarons & Reynolds, 2003, Magongwa, 2012).

Sign language is a language in its own right. According to DeafSA (1996), Morgans (1999) and Aarons & Akach (2002) SASL is a fully fledged natural human language and equivalent to any other human language. SASL differs from spoken language in that it is not perceived aurally, but visually (Akach & Morgans, 1999). SASL, like any other Sign language around the world, has phonology, morphology, syntax, and semantics (Aarons & Akach, 1999). SASL is articulated through space, and not sound. SASL uses hands, face, head, and upper body for its realisation.

It is evident from the research conducted that sign languages are real languages, equivalent in status to any other language (Stokoe, 1960; Klima & Bellugi, 1979; Sacks, 1991). This is confirmed by numerous research studies, for example, a scientific research report on American Sign Language (Stokoe, 1960), which showed that Sign language is a natural human language with its own grammar, independent of any spoken language. Sign languages can be analysed at any of the same levels used for spoken languages in terms of phonology, morphology, syntax, semantics, and pragmatics, and discourse analysis (Stokoe, 1960; Klima & Bellugi, 1979). Deaf persons can sign about any topic, concrete or abstract as economically, as effectively, as rapidly and as grammatically as hearing people can talk about said topic.

Sign languages are influenced by entirely equivalent historical, social and psychological factors as spoken language, where “there are rules for attention-getting, turn-taking, storytelling; there are jokes, puns and taboo signs, there are generational effects observed in

Sign Language, metaphors and slips of the hand'' (Penn, 1993, p.12). Having given a brief description of SASL, the development of SASL is discussed as follows.

Just as no person can pinpoint the origins of spoken language, the roots of Sign languages remain unknown (Morgans, 1999; Lule & Wallin, 2010). According to the linguists, sign languages sprung up independently in many places. The research points out that the Sign Languages probably began with simple gestures, which later evolved into true language, with structured grammar (Kiyaga & Moores, 2009). In that context, no one can claim or be connected to the origin of SASL (Storbeck et al., 2009; Aarons & Reynolds, 2003; Reagan, 2002; Penn, 1993). SASL has been around as long as there have been Deaf people in South Africa (Aarons & Akach, 2002). Veditz makes the compelling case that "As long as we have deaf people on earth, we will have signs. And as long as we have our films, we can preserve signs in their purity. It is my hope that we will love and guard our beautiful sign language as the noblest gift God has given deaf people" (1913, p. 1).

Deaf people, like other communities, needed to communicate with one another, as well as other people around them, thus creating and using Sign Languages (Akach & Naude, 2002). Very little has been formally researched about SASL, particularly by first language users of SASL, including hearing linguists, who are native signers. Forms of manual (Sign) language which performed all the functions of oral languages existed for centuries wherever there were Deaf people (Lane, 1984; Sacks, 1991). SASL therefore can be said to have existed long before the arrival of missionaries in South Africa, because wherever there are Deaf people, there is sign language (Lane, 1984; Sacks, 1991). However, the first documented possible origins of Sign language in South Africa are in schools for the Deaf (Aarons & Reynolds, 2003).

It is known that the development of Deaf Education benefitted from the help of the Irish and German Dominican orders, as well as through the Piaget-Gorman system, which SASL has developed with influences from the Irish, German, British and American Sign Languages (Aarons & Reynolds, 2003). There are records of South African deaf adults travelling and studying in the United States and the United Kingdom. However, just as with all other languages that grow, develop, borrow, and expand based on communicative need and outside influences, SASL has both developed and remained intact (Storbeck et al., 2009).

Historically, apartheid segregation kept the various South African communities separate, thus effecting the variation of signs used locally (see Table 2.6). Prior to 1994, the differences were seen to be substantial (Aarons & Akach, 2002). For example, during the meetings organised by the Deaf Federation of South Africa (DeafSA), previously known as the South African National Council for the Deaf (SANCD), a variety of sign language interpreters were provided to ensure that all deaf people of all races and ethnic groups could access the meetings.

The history of Sign language in South Africa is closely linked to the development of schools for the Deaf (Storbeck, 1998; Akach, 2002; Magongwa, 2012). Akach (2002) found that the Sign language developed in places where there were communities of Deaf people who used their hands, faces and body to communicate. The schools of the Deaf are thus most natural places where Sign languages develop (Simmons, 1994; Morgans, 1999; Akach, 2002;). Since the history of SASL is intertwined with the history of apartheid schooling in South Africa, the table below presents the schools for the Deaf, year of establishment, language group served and the location of the school.

Table 2.6: Historical overview of schools for the Deaf in South Africa between 1863-1993

Year established	**School name**	**Language group served**	**Location**
1863	Dominican Grimley School for the Deaf	English, Afrikaans, isiXhosa, isiZulu, Sesotho	Hout Bay, Western Cape
1881	Worcester School for the Deaf	Afrikaans	Worcester, Western Cape
1881	Pioneer School for the DeafBlind	English	Worcester, Western Cape
1884	German Dominican School for the Deaf	English	King Williams Town, Eastern Cape
1933	Nuwe Hoop School for the Deaf	Afrikaans	Worcester, Western Cape
1933	Mary Kihn School for the Deaf	isiXhosa	Observatory, Cape Town
1934	St Vincent School for the Deaf	English	Johannesburg, Gauteng
1937	Dominican Wittebome School for the Deaf	Afrikaans	Wittebome, Western Cape
1941	Kutlwanong School for the Deaf	Setswana, Sesotho, Sepedi	Phokeng, North West
1954	TransOranje School for the Deaf	Afrikaans	Pretoria West, Gauteng
1957	Bosele School for the Deaf	Sesotho sa Leboa (see fn 22)	Nebo, Limpopo
1958	Efata School for the Deaf	isiXhosa	Umtata, Eastern Cape
1959	Fulton School for the Deaf	English	Gillits, KwaZulu-Natal
1962	Dominican School for the Deaf	Setswana	Temba, Hammanskraal
1962	St Thomas School for the Deaf	IsiXhosa	King Williams Town, Eastern Cape

1962	Bartimea School for the Deaf	Setswana and Sesotho	Thaba'nchu, Free State
1962	Vuleka School for the Deaf	isiZulu	Nkandla, KwaZulu-Natal
1969	Durban School for the hearing impaired	English	Durban, KwaZulu-Natal
1971	Tshilidzini School for the Deaf	Tshivenda	Shayandima, Limpopo
1971	Reubin Birin School for the Deaf	isiXhosa	Port Elizabeth, Eastern Cape
1972	Thiboloha School for the Deaf	Sesotho	Witsieshoek, Free State
1978	Sizwile School for the Deaf	All African languages	Soweto, Gauteng
1979	KwaVulindlebe School for the Deaf	isiZulu	Umlazi, KwaZulu-Natal
1984	V.N. Naik School for the Deaf	English	Newlands, KwaZulu-Natal
1980	MCK Special School	English	Lenasia, Gauteng
1983	KwaThindwa School for the Deaf	isiZulu	Inchanga, KwaZulu-Natal
1985	Filadelfia School	Sesotho, Xitsonga, isiZulu, IsiXhosa, IsiNdebele and SiSwati, Tshivenda	Soshanguve, Gauteng
1986	Indaleni School for the Deaf	isiZulu	Richmond, KwaZulu-Natal
1988	Noluthando School for the Deaf	isiXhosa	Khayelitsha, Western Cape
1989	Yingisani School for the Deaf	Xitsonga	Tzaneen, Limpopo
1991	St Martin de Porres School for the Deaf	isiZulu	Port Shepstone, KwaZulu-Natal
1993	Sedibeng School for the Deaf	Sesotho sa Leboa, IsiNdebele	Ellisras, Limpopo
1993	Retlamelang School	Sesotho	Kimberly, Northern Cape
1993	Setotolwane school for the Deaf	Sesotho sa Leboa	Polokwane, Limpopo

Adapted from Storbeck, Magongwa & Parkin (2009, p. 137)

The table above shows the language and geographical segregations of schools for the Deaf in South Africa. The policy of segregated education contributed to the marginalisation of languages, including SASL (Aarons & Akach 2002 cited in Storbeck & Magongwa, 2006). These researchers cite as an example of the implication of the policy on SASL and its users. Before 1994, schools for Black learners were separate according to the language of the local community, and thus often, each school developed its regional variations of Sign language.

However, with the abolition of apartheid and frequent mixing of all Deaf people, the variations that seemed apparent have either diminished or have been shown to be less substantial than initially assumed. The differences are limited to vocabulary (Aarons & Akach, 2002).

Currently, there are 39 special schools and eight units in ordinary schools that accommodate Deaf learners South Africa (Storbeck et al., 2009; Magongwa, 2012). Although policies have changed and schools are no longer legally based on the ethnic background of learners, only a

few schools for the Deaf have changed learner population to incorporate all race groups. The schools are still in the same geographical areas and mostly the managers give admission preference to Deaf learners living in close proximity to a particular school. The schools are still unequal in terms of the facilities, resources, and the learning programmes offered.

Due to the history of segregated schools for the Deaf, according to ethnic background, the state and the hearing society in general assumed that there were a number of different sign languages used in South Africa. Prior to 1994, DeafSA meetings had up to 11 SASL interpreters at a time, while after 1994, one interpreter at a time is being used in the national meetings. Now, Deaf people all over South Africa watch the same SASL interpreters on television shows and in national meetings. It is now the case that Deaf children all over South Africa can attend any school for the Deaf of their choice nationally, provided there is space available and they meet the school's admission policy.

A study by Aarons and Akach (1998) confirmed that despite a number of dialects, there is one sign language in South Africa, namely SASL. This one SASL is evident by, among other things, its mutual intelligibility (Morgans, 1999; Aarons & Akach, 2002). DeafSA welcomed the research which found that, despite diversity in vocabulary, there is one SASL (Aarons & Akach, 1998) as DeafSA had started using one SASL interpreter at a time for all the delegates from South Africa's nine provinces in 1995, long before the research validated the fact that there is only one SASL.

The finding by the two researchers (Aarons and Akach) was functionally verified, because national meetings of DeafSA, the SABC and other organisations have only one SASL interpreter at a time, and delegates of all races, languages and cultures understand and participate equally (DeafSA, 2008). The unity of SASL is also verified by Penn and Reagan (1994), who refer to the syntactic unity evident in SASL despite the lexical diversity. Aarons and Morgan (1998) found that the uniform classifier system, as well as the syntactic and morphological structure, were evidence enough of SASL being one language.

South African Sign Language (SASL) is indeed a language in its own right, and it is a language that is growing to allow the Deaf community access to greater opportunities (Storbeck & Magongwa, 2006). The vocabulary within SASL is improving as Deaf people gain better access to education and career opportunities and develop the need to start

discussing a wider variety of topics at deeper levels of learning (Magongwa, 2012). Although SASL is not a recognised official language in the South African Constitution of 1996 yet, it is widely used along official languages on television, government organised public gatherings, churches, schools for the Deaf and institutions of higher learning such as University of the Witwatersrand, University of Free State, University of Cape Town and University of North West. The relation of SASL to SA's official language is discussed as follows.

The official languages mentioned in the South African Constitution of 1996 are Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sesotho, Sesotho sa Leboa[22], Setswana, siSwati, Tshivenda and Xitsonga. SASL is not included as a language equal in standard to all other languages in South Africa, despite the unanimous support for the language by protective legislation, notably the South African Constitution of 1996, the South African Schools Act no. 84 of 1996 and policies such as the Integrated National Disability Strategy (INDS), Education White Paper 6, Revised National Curriculum Statement (RNCS), and more recently, the Curriculum and Assessment Policy Statement (CAPS).

SASL is recognised by the South African Constitution and by the South African Schools Act of 1996 in particular, as the official language for learning and teaching in respect of Deaf learners in the South African school system. Yet it had been excluded as a school subject until 2015. Following the approval of the SASL curriculum in 2013, the Department of Basic Education put in place an implementation plan. The implementation of SASL as a subject in schools for the Deaf was expected to be accommodated through the adoption of a bilingual and bicultural approach (Storbeck et al., 2009; Bagga-Gupta & Domfors, 2003) to learning and teaching, because the language does "not have a written form" (Glaser & Pletzen, 2012, p. 26).

The bilingual-bicultural philosophy (Grosjean, 2001) refers to the use of SASL as a primary language of learning and teaching and the use of it as a medium for scaffolding the teaching of a written language such as English (see Svartholm, 1994; Storbeck, 1998; Grosjean, 2001). The bilingual approach has its roots in the socio-cultural paradigm (Grosjean, 2001). According to the socio-cultural paradigm, Deaf people belong to a minority/linguistic group

[22] Sesotho sa Leboa is often referred to as Sepedi to make a distinction between the variety of Sesotho that is spoken mainly by the indigenous people of Lesotho and Free State. Sepedi is however, a dialect of Sesotho sa Leboa which comprises several dialects.

Svartholm, 1994). The group has its own culture and language called South African Sign Language in the case of South Africa (Storbeck & Magongwa, 2006). In this bilingual/bicultural model, SASL and Deaf culture are viewed as primary to Deaf learners. The written languages of the hearing majority, such as English and isiZulu, are seen as secondary. These written languages are acquired after, or together with SASL. Therefore, Deaf learners are considered to be bilingual and bicultural (Simmons, 1994). They use Sign language, followed by any of the recognised languages in South Africa in their written form (Aarons & Akach, 2002).

Deaf learners who are educated through the bilingual model of learning and teaching are positioned to adapt to interact with both Deaf and hearing communities (UNESCO, 1999). In other words, Deaf learners are prepared to confidently overcome barriers that they face in the hearing society such as "inappropriate languages or languages of teaching and learning; inappropriate communication and negative attitudes to and stereotyping of difference, and inadequately trained managers and educators" (DoE, 2001, p. 7 & 18). Educators use SASL for all communication, learning and teaching. In addition, teachers are expected to be trained in the bilingual approach and to expect Deaf learners to achieve the same outcomes as learners who can hear.

The lack of recognition of SASL as a formal school subject before 2015 had led to a situation where South African Sign Language was marginalised and even oppressed in schools for the Deaf in favour of total communication (Magongwa, 2012). Deaf learners acquired SASL from each other outside the classrooms (Heap & Morgans, 2006; Storbeck et al., 2009). According to DeafSA (2006) and Druchen (2010) only roughly 14% of teachers could sign fluently in 2006. Yet, by 2015, the same teachers were supposed to use SASL as the language of school communication, teaching, and learning.

Reagan (2002) found that, despite the policies on South African Sign Language, very little had changed for the Deaf community since 1994. Reagan pointed out that in 2002, many schools for the Deaf were still segregated on the basis of race and ethnicity. SASL was not effectively used as a language of teaching and learning, let alone as a subject in the schools for a number of reasons. Firstly, the number of Deaf teachers to act as linguistic role models in the schools was very low (see Storbeck, 1998). Some schools for the Deaf did not even have a single Deaf teacher. Although the number of Deaf teaching assistants increased

significantly in schools for the Deaf when SASL subject was introduced in 2015, the number of qualified Deaf teachers remains very low. Secondly, there were competing teaching philosophies, in particular oralism,[23] total communication and bilingualism. Since Reagan's research in 2002, there have been very little changes. For example, legislation did not change until 2013, and the implementation of the learning and teaching practices in schools for the Deaf are only officially in process since 2015. Consequently, national organisations of Deaf people are still actively observing provincial and local governments as they start to recognise South African Sign Language and implement its use in the education of the Deaf. In terms of legislation and policies related to SASL and the Deaf community, "South Africa is advanced" (Storbeck et. Al, 2009, p. 139). Some of the legislation and policies are detailed below.

Research confirms that South Africa is advanced in terms of the laws and legislation that relate to Deaf education and SASL (Reagan, 2002; Storbeck et al., 2009). Between 1995 and 2013, numerous policies and legislation directly referring to SASL and its use were enacted by the South African government, for example the PanSALB Act of 1995, which stipulates that the PanSALB board must create conditions for the development, recognition and promotion of SASL. A selection of the main laws and pieces of legislation that led to the eventual implementation of SASL as a subject in schools for the Deaf are listed below. The policies and legislation that have an explicit reference to SASL are:

1. Pan South African Language Board Act no.59 of 1995
2. The Constitution of the Republic of South Africa Act no.108 of 1996
3. The South African Schools Act no. 84 of 1996
4. National Commission on Education Support Services and National Commission of Special Needs in Education and Training Report (1997)
5. The South African Language in Education Policy (1997)
6. An Integrated National Disability Strategy (1997)
7. Language in Education Policy (1997)
8. Education White paper no. 6: Special Needs Education (2001)
9. Use of Official Languages Act no. 12 of 2012
10. Policy documents on sign language as a subject (2013)

[23] Oralism, according to Baker-Shenk and Cokely (1980), is an approach to communicating through the use of speech, lip-reading and hearing aids. This one of the approaches used in the education of deaf children.

Although these legislation and policies are controversial in terms of implementation (Reagan, 2008), they have contributed significantly to the eventual recognition and implementation of SASL as a subject in schools for the Deaf in South Africa in 2015. The Deaf community used these laws as avenues for their campaign for SASL to be included on the list of South African national languages that are taught in the South African school system. The Deaf community of South Africa, through a national organisation for Deaf people, the Deaf Federation of South Africa is recognised as the driving force behind an number of legislation and policies related to SASL and Deaf Education (see Table 2.7). The organisation and its role in lobbying the South African government to ensure that the plights of the Deaf community are attended to, are discussed below.

2.2.2 The Deaf Federation of South Africa and SASL

The Deaf Federation of South Africa (DeafSA) has been lobbying for the recognition of SASL and the development of the SASL curriculum since its inception. DeafSA's history goes back to 1928, during a conference held in Bloemfontein for teachers of the deaf, where the idea of establishing the National Council for the deaf was conceived (Aarons et al., 2003) and the need for the co-ordination of services for the deaf was recognised. The Deaf Federation of South Africa, initially called the South African National Council for the Deaf (SANCD)[24], was officially founded to address the needs (including the linguistic needs) of the Deaf community in Johannesburg on the 4th of April 1929. The organisation took no stand with regard to language policy and its staff could not sign (Aarons et al., 2003). The Reverend A.L. Blaxall became the first chairperson of the SANCD. In 1940, the first qualified social worker for the deaf was appointed by the council. The SANCD's application to the World Federation of the Deaf for membership was turned down, because the SANCD was dominated by hearing people, and its constitution was not acceptable, as it sidelined Deaf people (Druchen, 2010).

Until 1994, the South African National Council for the Deaf (SANCD) was staffed and controlled by hearing people, particularly social and welfare workers, at the management and staff levels. The arrangement resulted in hearing people making decisions on behalf of deaf people, often in a paternalistic way. Over the years a slow transition occurred whereby more

[24] It is worth noting that the SANCD was founded by hearing people and in 1995 it was transformed by Deaf people into DeafSA.

leaders who are Deaf were elected onto the National Executive Committee. Consequently, in 1994 the organisation made major and democratic constitutional changes. The constitution was amended and the majority (over 80%) of its National Executive Committee is now made up of Deaf people. It has since become a rule that at least two-thirds of the National Executive Committee consists of Deaf people. The name was also changed from the South African National Council for the Deaf (SANCD) to the Deaf Federation of South Africa, popularly known as DeafSA. The constitutional and name changes signaled the organization has changed from an organization for to one of Deaf people. The change in the organisation's constitution meant that the decisions on the services and affairs of the SA Deaf community were no longer made by hearing people but by Deaf people themselves. As a result of Deaf majority in the management of DeafSA, the organisation was able to affiliate to the WFD as part of the regional Secretariat of the Eastern and Southern Africa (RSESA). In 1994, DeafSA made radical policy changes for Deaf people in South Africa. It decided to develop and adopt a single Sign language and promote SASL. Thus, since 1994, DeafSA vigorously carried out activities aimed at developing, protecting and promoting SASL. DeafSA's main objectives for the advancement of SASL became:

1. to promote South African Sign Language;
2. to promote the education of Deaf people;
3. to lobby for the empowerment of Deaf people; and
4. to lobby for the accessibility of services by Deaf people.

The following specific activities show how the Deaf Federation of South Africa (DeafSA) directly contributed to the advocacy, development and promoting of South African Sign Language which resulted in the CAPS for SASL in schools for the Deaf in South Africa. DeafSA's persistence in lobbying at the national, provincial and local levels in support of sign bilingualism, the use and study of South African Sign Language in schools for the Deaf has forced policy changes in South Africa (see Table 2.7).

Table 2.7: DeafSA contribution to the development and promotion of SASL (1995 – 2018)

Year	**Activity**
1995	Adopted the development and promotion of SASL as the primary language of Deaf people.

1996	Made submission to the State for the recognition of SASL in the SA Constitution of 1996, SA Schools Act of 1996 and the Pan South African Language Board Act of 1996. Assembled a team of experts to write a SASL curriculum
2000	Compiled a business a business plan detailing the process of developing and promoting SASL.
2002	Registered the SASL Unit Standards as an additional language at the South African Qualifications Authority.
2003	Organised a National Deaf March and a memorandum[25] handed to the Minister of Education demanding that SASL be taught as a subject in all schools for the Deaf. Led the Deaf Education Task team comprised of representatives from DeafSA and the Department of Education to deliberate and implement the demands included in the memorandum.
2005	Contributed to the Standard Generating Body for SASL at the South African Qualifications Authority
2006	Developed a Position Paper on SASL and SASL Interpreter Services
2007	Met the Joint Committee on Constitutional Review in parliament about SASL being formalized as an official language.
2008	Orgnanised and facilitated a national policy conference on SASL
2009	Was a third applicant at the Pietermaritzburg High Court for SASL to be included as a school subject.
2010	Proposed names of people to serve on the SASL Curriculum Reference Group.[26]
2012	Approached the Legal Resources Centre to force the Department of Basic Education to make progress on the SASL Curriculum development and implementation.
2015	Observed the introduction of SASL CAPS in schools and made the Department of Basic Education aware of problematic issues hindering the successful implementation.
2016	Spearheaded a campaign for SASL to be recognised as an official language in SA
2018	Organised marches to the provincial education departments to hand in a memorandum about the ineffective way in which the SASL CAPS implementation is managed, among other issues.

Magongwa (2020)

DeafSA has fought and lobbied at various levels of South African decision-making to ensure that Deaf people's plight, as well as research into SASL, remains on the national and provincial agenda. One of the highlights of DeafSA's lobbying for SASL recognition in schools was the protest march. In 2003, DeafSA organised a national march targeting provincial education departments. The Deaf community marched on provincial departments

[25] Marchers presented the memorandum to the national Department of Basic Education and copies of the memorandum to the provincial departments of education. The primary demand to the Government of South Africa was that SASL be accorded the status of an official language and that it be taught in schools for the Deaf as an approved school subject.

[26] In 2010, the Minister of Basic Education made a call for nominations from stakeholder bodies and people involved in the Deaf community to serve on the Reference Group to assist the DBE to develop SASL as a subject to be offered in the GET and FET phases. It was from this group that the DBE selected the SASL Curriculum Management Team that oversaw the writing of the SASL CAPS and its listing in the National Curriculum Statement Grade R-12.

of education in every province. Almost 3 000 members of the Deaf community in all provinces simultaneously presented a memorandum to their respective provincial department of education. A memorandum was presented to the National Department of Education. The memorandum included the following demands:

- That schools for the Deaf receive an official circular in which SASL is addressed and supported.
- That SASL be officially enforced as a medium of instruction for Deaf learners.
- That SASL be approved as an examination subject in schools for deaf learners and that it should be equal in status to the spoken languages offered in hearing schools.
- That in-service training of educators in SASL is compulsory in schools for the Deaf.
- That the National Department of Education undertake, as point of departure, that the SASL skills of each educator be evaluated. The SASL Training and Evaluation Committee of DeafSA would be actively involved in the evaluation process.
- That the Department of Education undertake to accept responsibility for the development of Learning and Teaching Support Materials (LTSM) for SASL and to work with DeafSA in doing so.

The 2003 DeafSA March was effective because there was immediate and direct action from the National Department of Education. The Department, the DeafSA Education Development Programme and the Sector Education Training Authority (SETA) formed a partnership to manage the training of teachers of the Deaf in SASL on a national level. There were two plans: the short term plan was to ensure that all deaf learners can access the school curriculum through SASL, and the long term plan was to introduce SASL as a subject in schools for the Deaf. The plans culminated in the development of the SASL Curriculum Assessment Policy Statement in 2010, and its implementation in 2015.

DeafSA has thus far contributed to a number of legislations and codes of good practice in terms of accommodating the language needs of the Deaf community. In terms of the laws and legislation that relate to SASL and its role in the Deaf education, South Africa has advanced significantly (DeafSA, 2008; Storbeck et al. 2009). The role of SASL in the education of Deaf students is discussed in the following section.

2.2.3 The role of Sign language in the education of Deaf learners in South Africa

In line with the international trends regarding national signed languages, the use of South African Sign Language (SASL) in formal learning situations has gained growing attention in recent years because there is increasing recognition that for many people who are deaf, Sign language (the most accessible language for Deaf people) is the common mode of communication that they share (Musengi et al., 2011). Enns and Herman (2011) note that the key premise upon which most bilingual deaf education programmes are based is establishing a first language foundation in a natural signed language. The theoretical underpinning for this approach is Cummins's (1991) linguistic interdependence model, which argues for the existence of a common proficiency underlying all languages. Mayer and Akamatsu (1999) explain that following from this model, it is argued that deaf children who have a solid L1 foundation in a native Sign language can use this language to strengthen their learning of the majority (spoken) language in its written form, without exposure to the majority languages' spoken or manually coded system.[27]

The use of SASL in the education of Deaf learners is "the simplest, most natural and most effective means of access for these children" (UNESCO, 1999). It is the language that is most appropriate for presenting and explaining new knowledge and concepts to Deaf learners. This means that teachers of the Deaf need to be fluent in SASL in order to communicate knowledge and concepts to Deaf students. For teachers to be trained to teach Deaf children, they would need to be fluent in SASL. If the teacher is unable to communicate with the Deaf student in SASL to which the learner has access, a SASL interpreter is needed and this is often costly in a school context. The democratic transformation and the legislation that were enacted in South Africa in 1994 strengthened the Deaf community in pushing forward the process for SASL curriculum development, for example, in 1996 DeafSA drafted the first SASL curriculum (DeafSA, 2008).

[27] It is a communication system that blends Sign language and a spoken language such as English. The system provides users with visible, manual (signed) equivalents of the spoken language "words and affixes" (Bocher and Albertini in Strong, 1988, p.8).

2.2.4 The process for SASL curriculum development

The process of SASL curriculum development began long before 1994, however, the progress only began to be noticed after 1996 when the new constitution of South Africa was adopted. The reference to sign language in the Constitution prompted the Deaf community to lobby the government to promote the learning of SASL. In 1996, the Deaf Federation of South Africa invited members of the Deaf community to form a SASL curriculum team. The team managed to write a curriculum for SASL from Grade R to 12. Although the curriculum was handed to the Department of Education, there was no directive from the Department that this curriculum be implemented in schools for the deaf. Some schools for the Deaf, however taught the curriculum even though it was not yet an officially registered as a school subject (Monaghan et al., 2003).

Since SASL was not a registered as a DBE subject before 2015, Deaf learners could not access it in the Grade 12 examination. In 2009, a Deaf learner supported by the Deaf Federation of South Africa (DeafSA) and KwaZulu-Natal Blind and Deaf Society, took the Department of Basic Education (DBE) to court because SASL was not on the list of Grade 12 examinable subjects. The Deaf learner sued the DBE for not making it possible for him to sit for SASL examination after studying SASL as a home language up to Grade 12. The High Court ordered the DBE to make arrangements to have SASL listed in its examinable subjects. Subsequently in 2010, the Minister of Basic Education appointed a task team that would manage and oversee the development of a formal curriculum for SASL. The ministerial task team, which was known as the SASL Curriculum Management Team (CMT),[28] used the Curriculum and Policy Statement (CAPS)[29] to put together a framework for the development of SASL curriculum. After that, the CMT recommended that the DBE appoint a SASL curriculum project manager and a team of curriculum writers (Morgan, et al. 2016).

[28] I was appointed a member of the team and was the only L1 SASL user on the team after one Deaf member resigned.

[29] CAPS for SASL is a policy statement for learning and teaching SASL in schools for the Deaf in South Africa. It was introduced in the education system by the Department of Basic Education for the first time in 2015. It must be noted that on provincial level, the Western Cape Department of Education commissioned the piloting of the draft SASL Outcomes Based Education (OBE) in 2011, with the aim of establishing SASL as a subject in schools for the Deaf in the province provided the pilot project was successful. It was piloted in the Foundation phase only. OBE was the system employed in South African schools at the time. One wonders how the piloting of the SASL OBE was possible without the learning and teaching material for the language.

The DBE appointed the SASL curriculum writing team, which commenced its work in August 2011. In December 2012, the writing team handed a draft SASL curriculum for the Foundation, Intermediate, Senior and FET Phases to the SASL Curriculum Management Team (CMT) for discussion and approval. After the publication of the SASL curriculum for public comments, amendments were made to the curriculum and a final document was produced. On 6 August 2013 the SASL CMT handed the final SASL curriculum and an implementation plan to the Minister of Basic Education (Morgan, et al. 2016).

The SASL CMT advised the writing team to also develop a Grade Nine Bridging programme to pave the way for the implementation of the SASL curriculum at the FET level. This Grade Nine Bridging programme was piloted at a school for the Deaf in the Western Cape Province in 2013 and 2014 as part of the preparation of the system for the implementation of the SASL curriculum in 2015. A Bridging SASL Grade Nine Programme was developed in order to introduce the subject into the FET Phase. The Bridging Programme for Grade Nine has been developed since SASL is a new language/subject in the overall curriculum, and it would therefore not be appropriate and feasible to rollout the subject in Grades 10-12 without prior knowledge and exposure to the language/subject. The Bridging programme was intended to assist Deaf learners in the FET phase accomplish the language/subject requirements and succeed with SASL as a subject (Morgan et. Al. 2016).

It must be noted that there was a lengthy consultation process, as the SASL Home Language was a new development in the education system. The draft SASL was presented to various stakeholder in Deaf education. The draft SASL curriculum was presented to a reference group appointed by the DBE. The reference group consisted of experts in curriculum development, language in Education Policy, SASL and Deaf Education. The curriculum was also presented to the joint HEDCOM sub-committee of teacher development and Curriculum branches. The subsequent consultation processes included presentations to the Senior Management Teams of schools for the Deaf, Ministerial Management Teams, CEM, Government Departments, PanSALB and the public comments. Throughout the process, the Inclusive Education Directorate within the DBE provided the secretariat and project management services. A brief overview of SASL CAPS is presented as follows.

2.2.5 An overview of the CAPS for SASL

In this section, the Curriculum Assessment Policy Statement (CAPS) for SASL is paraphrased to give the readers an idea of the content of the curriculum which is being discussed in this thesis. The aims and principles of the South African Sign Language curriculum are aligned to those mentioned in the National Curriculum Statement. The SASL curriculum is thus the same as other home language curricula, the difference is the delivery modality due to the visual nature of SASL. The aims of the SASL curriculum are to ensure that deaf children acquire and apply knowledge and skills in ways that are meaningful to their own lives. The curriculum promotes knowledge in local and international contexts (DBE, 2013a).

2.2.5.1 The SASL curriculum serves to:

- equip deaf learners with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizen of a free country;
- provide access to higher education;
- facilitate the transition of learners from education to the workplace; and
- provide employers with a sufficient profile of a Deaf learner's competences.

The principles of the National Curriculum Statement Grades R-12 generally are:

- social transformation;
- active and critical learning;
- high knowledge and high skills;
- progression;
- human rights;
- valuing indigenous knowledge systems; and
- credibility.

2.2.5.2 CAPS in general aims to produce learners who are able to:

- identify and solve problems and make decisions using critical and creative thinking;

- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem-solving context does not exist in isolation.

2.2.5.3 Time allocation for Grade One and Nine per week

Table 2.8: The SASL subject instructional time in the Grades One and Nine per week

Subject	Grade One (hours)	Grade Nine (hours)
Home Language South African Sign Language	5,5	5
First additional language	4,5	4

DBE (2013a & 2015b, pp. 5-6)

The table indicates that ten hours are allocated for languages in Grade One, and nine hours in Grade Nine per week. This is an adjustment for Deaf learners, because normally a maximum of eight hours is allocated for HL, and two hours for FAL. According to the DBE (2013b), the adjustment that is reducing the hours for HL and increasing the hours for FAL is to enable Deaf learners to develop competency in handwriting in the FAL, because the HL (SASL) does not have a written form. Teachers, however, are not forced to stick rigidly to the time allocation, but must ensure that language skills are practised.

2.2.5.4 Language skills

The SASL curriculum adapted and used the skills outlined in the general language CAPS

Table 2.9: The language skills in the SASL curriculum

SASL CAPS (Home language)	Description
Observing & Signing	This skill is done with live (face-to-face) signing of a variety of signed

	texts
Phonological awareness (working with parameters)	Distinction between spoken and Sign Language phonology – phonemes (smallest building blocks of a language) sounds vs. parameters
Visual Reading and Viewing	This is done with recorded SASL materials
Recording	Signed texts are recorded and presented by learners
Language structure and Use	From Intermediate Phase to FET. In the Foundation Phase, this skill is integrated in the other skills, and not taught separately.

DBE (2013b, p. 8)

2.2.5.5 Time allocation for Grade One and Nine per language skill

The SASL CAPS set the instructional time for SASL L1 as shown by the table that follow.

Table 2.10: Time allocation for the different SASL skills in Grades One and Nine

Skills	Time allocation per 3-week cycle (hours)	
	Grade One	Grade Nine
*Observing and Signing	2 hours 30 minutes	3 hours
*Visual Reading and Viewing	2 hours	5 hours 15 minutes
*Recording	1 hour	5 hours 15 minutes
Language use and conventions		1 hour 30 minutes
	*The DBE says that Language Structures and Conventions and their use are integrated within the time allocation of the four language skills. There is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Viewing and for Writing and Presenting.	

(DBE, 2013a, p.9 & 2013b, p. 13; *Magongwa, 2020)

In the SASL CAPS, all language content is taught within a three week-cycle (15 hours). However, the time allocation is recommended by the DBE. Teachers do not have to stick rigidly to the cycle but must ensure that the language skills, especially Visual Reading and Recording are practised. The time allocation for the different language skills in Grade 9 is 36 weeks (DBE, 2013a). Four weeks are for examination purposes, divided as follows: two weeks for June examination, and another two weeks for November examination.

2.2.5.6 Language teaching approaches

According to the DBE (2013b), the approaches to SASL teaching are text-based, communicative and process orientated.

The DBE (2013b) points out that a text-based approach explores how text works. The purpose of a text-based approach is to enable learners to become competent, confident and critical 'readers',[30] authors, viewers, and designers of texts. The approach involves observing, 'reading', viewing and analysing texts to understand how they are produced and what their effects are.

A communicative approach, as the DBE (2013b) points out, suggests that when learning the language, a learner should have an extensive exposure to SASL and many opportunities to practise or produce the language by communicating for social or practical purposes. Language should be carried over into the classroom, where skills are learned through frequent opportunities to view and record texts.

The DBE (2013b) explains that the process approach is used when learners produce signed and recorded texts. The learners engage in different stages of the Observing, Signing, Visual Reading and recording processes. They are encouraged to think of the audience and the purpose during these processes. This will enable learners to communicate and express their thoughts in a natural way, for example, the teaching of recording does not focus on the product only but also focuses on the process of recording.

2.2.5.7 Approach to teaching literature

In addition to the three approaches to teaching language described in the above section, the DBE (2013b) also explains the approaches to teaching specific areas of language, such as literature and language use. The teaching of literature focuses on the teaching of comprehension and includes the visual reading process strategies ('pre-reading', 'reading' and 'post-reading'. The approach emphasises the main reason for 'reading' literature in the

[30] Some verbs in common usage have a connotation of being used only with spoken languages (DBE, 2013a). In the SASL CAPS and this document, these verbs appear in single inverted commas and must be understood in a Sign language context.

classroom as to develop in deaf learners, a sensitivity to a special use of language that is more refined, literary, figurative, symbolic and deeply meaningful than much of what else they may 'read'.

According to DBE (2013b), the best ways to approach the teaching of literature involve:

- 'reading' as much of the text in the classroom as possible without breaking for any other activity;
- creative recording closely attached to the study of a text; and
- bearing in mind that literature is not concerned with correct answers.

2.2.5.8 Approach to teaching language usage

The teaching of language structure focuses on "how language is used and what can be done with language, i.e. how to make meaning, how to attend to problems and interests, influence friends and colleagues, and how to create a rich social life" (DBE, 2013b, p.12). The teaching of language structure should therefore be a means of getting things done. The teaching of language structure / grammatical structures should therefore be text-based, communicative, and integrated.

2.2.5.9 The SASL CAPS sets principles to be taken into consideration are:

- grammar should be taught for constructing texts in their context of use;
- the application of grammar should not be restricted to the analysis of isolated sentences;
- the use of authentic materials such as dialogues and interviews must be encouraged;
- link the language structure with functional uses of language in different settings;
- use classroom activities that relate language forms with functions, for example the past tense with a narrative essay and report 'writing'; and
- focus on meaningful tasks.

2.2.5.10 Sign bilingualism

Sign bilingualism in Deaf Education context involves the use of two languages in different modalities, that is a signed and either a spoken or written language. Sign bilingualism is distinctly different from using two spoken languages. In the teaching of deaf learners, sign bilingualism uses the signed language of the Deaf community and the written version of the spoken language of the hearing community amongst whom the Deaf live. In South Africa, the signed language is SASL and the written or spoken language is one or more of the several languages, such as isiZulu, Setswana or English. Acquisition of SASL is prioritised over the spoken language. There is often a parallel strong influence on teaching reading and writing of the second language, which is introduced through SASL to explain syntax and abstract concepts. The DBE (2013b) asserts that the intention of the use of sign bilingualism philosophy serves to enable deaf learners to become bilingual and bicultural, and to participate fully in both the hearing society and the Deaf community.

2.2.5.11 Learning and teaching support materials

The learning and teaching support materials for SASL Home language subject teachers include, but are not to be limited to:

- a CAPS document;
- language in Education Policy document;
- language textbook for resource purpose;
- SASL dictionary;
- literary genres;
- a variety of media materials such as news/magazine items; and
- access to visual aids to be used in the classroom.

2.2.5.12 Classroom resources

- Digital cameras / video recorders/tripods
- Memory cards / flash drives
- TV monitors and DVD players
- Computers / software for editing

- A range of DVDs to accommodate different reading levels
- Optional: Webcam facilities / broadband internet access / smart board / tablets / smart phones with video recording and viewing capabilities

DBE (2013b p.14)

2.2.5.13 Content and teaching plans for SASL Grade One

Contents for the language skills

The first language skill Deaf learners are expected to achieve is Observing and Signing. As explained in the previous section, this language skill is parallel to listening and speaking in the CAPS English home language. As SASL CAPS stipulates, Observing and Signing is done with live signing, and not with recorded SASL materials. Several processes are involved in achieving this skill. The first process is 'pre-observing', in order to prepare learners for signed texts, where existing knowledge is activated and built upon. The second process is during observing, where Deaf learners participate in a task by for example recognising, matching, finding meaning, asking questions, confirming predictions, and reflection. The third process is called post-observing, where SASL learners engage in tasks such as asking questions, discussing what was signed, role-playing, giving personal views, and relating content to one's own experience.

Learners are expected to follow the observing process and be able to observe a variety of signed texts such as stories, simple questions, instructions, announcement, messages, humorous stories, greetings, news and weather. In addition to observing, deaf learners are expected to participate in communicative activities such as conversations, discussions, role-plays, and interviews. The observing and signing skills achieved should be, to name a few from the SASL CAPS:

- demonstrate appropriate "listening" behaviour;
- show sensitivity when signing to others;
- observe stories and act these out;
- identify cause and effect;

- express feelings about the story;
- comment on what was observed; and
- sign simple action rhymes.

DBE (2013b, p. 33)

The second language skill SASL learners are expected to get is Visual Reading and Viewing. Visual Reading and Viewing according to DBE, (2013a) is done with recorded SASL material and not with signing. Visual reading and viewing, the DBE (2013b) confirm, consists of shared visual reading as a class with the SASL teacher. This activity is followed by small group works with the SASL teacher, followed by paired/independent reading for information and enjoyment.

2.2.5.14. The emergent "Reading" skills for Grade 1 are, among others, the ability to:

- recognise and point out common objects in pictures;
- distinguish between shapes of objects that are the same;
- match signs to objects;
- use memory skills; and
- act out parts of the story.

In addition to the skills mentioned above, Deaf SASL learners in Grade One must be able to recognise, be familiar and use age appropriate fingerspelling[31] with increased speed and accuracy.

The Department of Basic Education (DBE) affirms that the visual reading process consists of three activities namely, "pre-reading" activities, "during reading" activities, and "post-reading" activities. Pre-reading activates associations and previous knowledge. The activity includes tasks such as the use of visual cues, suggestion of purpose and audience and expressing personal response to images. "During reading" activities involve pausing the recorded signed text such as DVD to allow Deaf learners to:

[31] Fingerspelling itself is not SASL. It is a manual representation of the alphabet of a written language. Fingerspelling is a one-to-one relationship between the letters of the spoken language and the handshape (DBE, 2013b, p.48). Signers use fingerspelling to represent the written version when needed for example proper nouns, acronyms, technical jargon, lexicalised or loan and initialised signs.

- identify the main idea, the characters and the plot from the text;
- infer meaning of unfamiliar signs and images by using contextual clues;
- "re-reading";
- asking questions; and
- answering higher order questions.

The "post-reading" activities involve Deaf learners presenting their personal opinion, such as explaining whether or not a story was liked, and why, drawing conclusions, discussing the sequence of events, plot, and setting.

2.2.5.15 Recording skill[32]

The third SASL skill Grade One learners learn is good recording. Good recording skills need to be developed and supported. Although visual reading is an important source of input, it is only through presenting that presenting skills are developed. The recording processes, as spelt out by the DBE (2013b), are:

- planning/ pre-recording
- drafting
- revising
- editing
- final recording
- publishing

During the recording process, the SASL learner should use planning strategies to initiate and draft a piece of formal SASL recording. They should build vocabulary and record signs so that they can be 'read' and understood by others, and they should use pre-recording strategies to gather information and choose a topic.

2.2.6.16 Grade 1 SASL resource pack includes a list of the following:

[32] According to DBE (2013b), children in Grades 1-3 do not actually record themselves. Children engage in the composition of a text and the teacher models how to record. This modelling of the recording process is to help prepare children for their own recording tasks when they go into senior grades.

- theme charts, books with pictures and posters;
- “logos”
- recorded name signs;
- pictures or recording of fingerspelling;
- messages;
- announcements;
- familiar advertisements;
- photographs;
- colour, number and time-line charts;
- games such as hand-shape flash cards;
- objects related to themes;
- storyboard pieces, jig-saws and matching puzzles;
- costumes for role-play;
- DVDs containing stories, poems, action rhymes and songs;
- SASL dictionary; and
- children’s animated films.

DBE (2013b, pp. 25-26)

2.2.5.17 Assessment of the SASL skills

The CAPS document provides the requirements for each Formal Assessment activity. In term 1 there is only one Formal Assessment Task. This is made up of a number of parts dealing with different aspects of language in Grade One. The DBE encourages schools for the Deaf to conduct a baseline assessment in the first term. In addition, the DBE suggests informal assessment that informs daily teaching and learning but is not formally recorded. The table below shows the number of assessments prescribed in the SASL CAPS for Grade One.

Table 2.11: The prescribed number of SASL Grades One and Nine assessment tasks

Grade	Subject	Term 1	Term 2	Term 3	Term 4	Total
1	SASL HL	1	2	2	2	7
9	SASL HL	3	3	3	2	11

DBE, (2013b, p.10 & 2013c, p.73)

The table shows the numbers of SASL assessments prescribed for Grades One and Nine for a year divided into four terms. In Term One, Grade One learners are expected to do one assessment task and two assessments in each of the subsequent terms. The total number of the assessment in one academic year is seven. Grade Nine learners are expected to do three assessment tasks per each of the first three terms. This means a total of eleven assessment tasks. This is the same requirement in other home languages such as English and Sepedi.
In summary, the CAPS for SASL comprised: generic matters for all CAPS in Section 1; SASL-specific for all Phases in Section 2; an overview of skills; content for all phases; teaching plans in Section 3; and assessment in Section 4. SASL CAPS is one of a number of the policy statements that promotes the rights of Deaf people to study and use SASL.

2.2.5.18 Competencies of Sign language teachers

Teachers who are tasked to implement Sign language need to have competence in Sign language teaching practice. This is evidently the case with any form of specialist teaching. The question is what skills the Sign language teachers must have to teach Sign language effectively. The research study by Newell (1995) provides some answers. According to Newell (1995) the American Sign Language Teachers Association conducted a survey of practising teachers of ASL in 1993-94. The survey was aimed at collecting data regarding the skill and knowledge competencies considered important by teachers of Sign language.

Newell (1995) states that in the domain of competencies, teachers rated knowledge of and ability to explain the linguistic structures of Sign language, proficiency in Sign language and knowledge of Deaf culture and history as the three most important areas. The teachers considered three competencies as most important: the ability to explain and apply appropriate methods of teaching Sign language, the professional knowledge of teaching practice related to Sign language, and having bilingual skills in Sign language and a written language. Newell (1995) discovered that Sign language teachers viewed issues of technical/professional knowledge as moderately important theories on language teaching and learning approaches to conflict resolution in the classroom, and knowledge of learning theories. In the survey, issues related to the general field of education were rated as least important overall. Sign language teachers rated competencies such as “understanding curriculum theory, ability to use instructional technology and knowledge of philosophies of education as of little importance” (Newell, 1995, p. 161). Although the survey was conducted over 20 years ago, the most

required competencies of teachers of Sign language of that time are still applicable to the current context. In addition, the use of technology was of little significance at the time of the survey, but currently it is very important. Sign language teachers need to be competent in the use of technology to teach Sign language to people who want to use the language (L2) and to people who are already users of Sign language (L1).

2.3 Sign language teaching

A number of different approaches and methods of teaching languages have been tried and tested throughout the history of language teaching. Some approaches and methods are more effective and popular than others.

2.3.1 Approaches and methods in Sign language teaching

Before I discuss the approaches and methods used in the teaching of Sign language, it is necessary to clarify the language situation of Deaf people. The first issue is that the majority of deaf children are born to hearing parents, who usually do not know how to sign. The deaf children often arrive at schools for the Deaf with no language, unless they attended an early intervention programme such as Hi Hopes (in the South African context). It is at school where the deaf child born from hearing parents who don't sign, begins to acquire and also be taught a language, their first language. The second concern is whether Deaf children who are exposed to Sign language at school acquire it or are taught it. I would say that they acquire and formally learn it at the same time, as they are taught Sign language in the classroom, and also acquire it through social interactions with other users of Sign language, for instance the Deaf child's peers who acquired Sign language from their Deaf parents or early intervention programmes.

There are many methods of teaching languages. Some methods are widely used while others have fallen in relative obscurity. Although the methods found in literature are not specific to Sign languages, they offer useful insights about language teaching. A research study by Richards and Rogers (2001) presents three major principal views regarding the language teaching methods:

- The structural view which treats language as a system of structurally related elements to code meaning;

- The functional view, which sees languages as a vehicle to express or accomplish a certain function, such as requesting something;
- The interactive view, which sees language as a vehicle for the creation and maintenance of social relations focusing on a pattern of moves, acts, negotiations and interaction found in conversational exchange.

Researchers such as Liu and Shi (2007), as well as Richards and Rogers (2001), argue that the major approaches and methods used in language teaching are based on the three views. They specifically identify the grammar translation, direct, audio-lingual, communicative, principled eclecticism[33] and process as the most popular approaches and methods of teaching a language. Each method has a different focus and characteristic. The methods can be applied to the teaching of Sign language.

As indicated early, the approximately 95% of deaf and hard of hearing children are born from hearing parents who mostly are not familiar with Sign language. The parents have no prior experience with deafness or Sign language. As a result Deaf children in these families are not exposed to Sign language from birth. The spoken language of the family is not accessible for Deaf children. Deaf children are thus not able to acquire their hearing parents' language naturally. They often begin to learn Sign language when they are exposed to other signing Deaf children at schools for the Deaf. At the same time they are also taught Sign language in classes at schools for the Deaf. Some of the methods used for teaching second languages can be useful for teaching Sign language. The Deaf child of hearing parents who don't sign does not acquire the spoken language automatically but needs to be taught it explicitly. The table below gives an overview of some of the common methods of second language teaching:

Table 2.12: An overview of language teaching approaches and methods

Method	Focus	Characteristics
Grammar translation	Written literary text	Translate from one language into another, and vice versa
Direct / natural	An everyday spoken language	Student learns by associating meaning directly in the target language

[33] The principled eclecticism refers to a language teaching approach where the teacher chooses the techniques and activities that are appropriate to for each task, context and learner with a focus on motivation and helping learners become independent and inspired to learn more, see Taylor (https://blog.tjtaylor.net/teaching-methods)

Audio-lingual	Sentence and sound patterns	Listening and speaking drills and pattern practice only in the target language
Communicative language teaching	Interaction, authentic communication and negotiating meaning	Understanding of the target language through active student interaction; role-play, games, information gaps
Cognitive Code approach	Grammar rules	The target language grammar rules deducted and then understood in context
Content-based, task-based and participatory approach	What is being communicated, not structure of the target language	Content-based on relevance to students' lives: topics, tasks, problem-solving
Community language learning	Student interaction	Understanding of the target language through active student interaction
Suggestopedia	Meaningful texts and vocabulary	Relaxed atmosphere, with music; encourages subliminal learning of the target language
The process approach	How to write	Writing is a process to be experienced and shared
Comprehension approach (natural approach and total physical response)	Listening comprehension	The target language speaking delayed until students are ready: meaning clarified through actions and visuals
Learning strategy training, cooperative learning and multiple intelligences	How to learn	Teach learning strategies, cooperation; activities vary according to different intelligences

Taylor (2017)

The table above shows a number of approaches and methods in language teaching. The table does not include all the common approaches and methods used in the teaching of languages. Each method has its priority and features. An overview of the methods in the table shows that not one method is most effective. There is no method in the table that appears to be the best for everyone in all contexts. No one method is inherently superior to the others. Bell (2003) points out that in seeking to improve language teaching practice, teachers and researchers typically try different method, that is, to find out which is the most effective in a specific learning context.

The research fails to note that there are different kinds of languages, for example spoken languages and signed languages. A huge amount of literature is focused on listening, speaking, reading, and writing skills, and the teaching methods which are best suited to each. The teaching of the spoken language skills does not directly apply to Sign language, because Sign language is not spoken, and does not have a written form. The existing literature contains little theories and perspectives on the teaching of Sign language. The researchers neither offer different perspectives, nor robustly debate the various methods of teaching with regard to Sign language. Thus, in the literature review, I looked at the Sign language curricula taught in schools for the Deaf to identify the approaches and methods that are being used.

Despite the focus of language teaching methods on spoken/written languages, adaptations have been made to the teaching methods for Sign language. Sign language is a language in its own right, so the applicability of the common language teaching approaches and methods to it cannot be dismissed. With some form of adaptation, the common approaches and methods in language teaching can be used in the teaching of Sign language. However, not all the known language teaching approaches can be useful and appropriate for Sign language, because Sign language is gestural and visual in nature. Some of the common language teaching approaches require reading and writing, which don't apply to Sign languages. Sign languages don't have a written form. Sign languages are not dependent on hearing and speech, which characterise most of the approaches and methods.

The Sign language literature shows that the grammar translation method, communicative approach, process approach and content-based approach have been adapted for the teaching of Sign language in several countries. For instance, instead of reading and writing text, Sign language learners engage in visual reading and recording. Visual reading in the Sign language context is the viewing and analysing of recorded Sign language material. Three approaches mentioned in Table 2.12 are adapted and used for the teaching of SASL as a first language subject in schools for the deaf in South Africa and countries such as Norway, Uganda, Finland and New Zealand. The three approaches that were adapted for teaching Sign language are text-based, communicative, and process, respectively.

In the South African context, according to the DBE (2013c), a text-based approach explores how texts work. The approach is aimed at enabling deaf learners to become competent,

confident and critical 'readers',[34] 'authors', viewers, and designers of texts. The approach involves 'reading, viewing and analysing texts to understand how they are produced and what their effects are'. The DBE (2013c) believes that through this critical interaction, learners develop the ability to evaluate texts.

The Communicative approach, as the DBE (2013c) advocates that when learning a language, a learner should have an extensive exposure to the target language (SASL) and many opportunities to both practise and produce the language by communicating for social or practical purposes. The communicative approach suggests that language learning ought to be carried over into the classroom, where skills are learned through frequent opportunities to view and record text. As the DBE (2013c) asserts, language teaching happens in an integrated way. The language teacher models good practice, while learners practise the appropriate skills in groups before applying the skills on their own. In the communicative approach, the structure of each lesson is one that engages the whole class before practising in groups and applying the new skill individually.

The DBE (2013c) describes the process approach as the activity when learners "produce signed and recorded texts" (DBE, 2013c, p. 10). The learners engage in four language skills (observing, signing, visual reading and recording) in stages. The approach guides the learners to think of the audience and purpose during the process of producing recorded texts. It must be noted that a process approach does not focus on the product alone, but also focusses on the process of recording. Through the process approach, learners are taught "how to generate ideas, to think about the purpose and audience, to record drafts, to edit their work and to present a recorded product that communicates their thoughts" DBE (2013c, p. 10). These approaches and methods of language teaching can be made more effective in Sign language teaching if teachers adhere to the guidelines mentioned by Cokely and Baker-Shenk (1991) in the American Sign Language Curriculum, 'Signing Naturally' Series.

'Signing Naturally'[35] alongside other texts, such as: Cokely and Baker-Shenk (1991) Green Books, Humphries and Padden (2004) and Zinza's Masters, seems to be one of the widely used American Sign Language curricula. In South Africa, the SASL curriculum that was

[34] The words such as 'listening' and 'reading' are in inverted commas because they have a connotation of being associated with spoken languages. In this thesis, these words need to be understood in a Sign language context.
[35] Signing Naturally Series is a second language curriculum for teaching Sign language at institutions of higher education in the United States and Canada. The series contains materials for teachers to use in the teaching of students to sign naturally (Smith et al., 1993)

developed by the University of the Free State was adapted from Signing Naturally. The curriculum details general principles for anyone teaching Sign language. One of the general principles that is emphasised in the Signing Naturally curriculum is "The teacher must possess native or near native competence in [*Sign language*]*"* (emphasis added in place of the acronym 'ASL') (Cokely & Baker-Shenk, 1991 p. 33). The reason for the emphasis is obviously that the Sign language teacher must act as a model of Sign language for the students. In addition to being a model for Sign language, the teacher would be more effective is she/he also has skills to impart proficiency in the use of Sign language. An efficient teacher must not merely be a skilled or native user of Sign language, but also be someone who can teach[36] it. Cokely and Baker-Shenk (1991) state strongly that if the teacher's skills in Sign language are not highly developed and natural, the students are presented with a false model of Sign language. Cokely and Baker-Shenk (1991) provide specific guidelines for Sign language teachers as follows:

1. The teacher should not use voice at all in the Sign language classroom.
2. Students should not be permitted to use voice at all in the classroom.
3. Students are permitted (in the beginning stages) to write questions or comments on the whiteboard or through the use of technology.
4. All the information should be presented to the students in writing though the use of whiteboards or other devices.
5. Except for the above (3 & 4), all in-class teacher communication is conducted in Sign language.
6. The teacher should not demand that the students express themselves in Sign language until they have had ample, meaningful receptive exposure to the language.
7. All vocabulary should be taught in meaningful contexts through the use of interactional techniques, dialogues, narratives, stories, etc.
8. The use of popular folklore or stories to explain the origin or reasons for the formation of particular signs should be avoided.
9. The teacher should bring in a variety of Deaf individuals who use Sign language to function as team teachers and/or additional models for the class.
10. When a Deaf individual is brought in the class, the teacher should meet with her/him before the class to explain in detail what will happen in the class, what the individual

[36] There must be a distinction between individuals concerned with Sign language: individuals who know something about Sign language, individuals who know how to use Sign language, individuals who can teach Sign language, and individuals who can interpret using Sign language (see Cokely & Baker-Shenk, 1991 p.33).

is expected to do, any ground rules that the teacher has established for the class, how much control the individual will have in the class.

11. Fingerspelling and the manual alphabet should not be taught until after the students have completed at least one semester-length course in Sign language.
12. As frequently as possible, the teacher should video-record the expressive signing of each student.
13. The teachers should obtain permission from appropriate personnel for the class to engage in any planned interactions with the Deaf community.
14. The teacher should carefully evaluate any proposed text or combination of texts or other materials and determine their appropriateness for achieving course objectives.
15. The teacher should avoid having the students participate in the interpretation or transliteration of audio-recorded materials.
16. The teacher should be aware of the limitations and barriers to effective signing posed by the classroom environment – desks, tables etc.
17. The optimum class size is approximately 10-12 students per teacher.
18. Classes should meet a minimum of four hours per week.

Cokely & Baker-Shenk (1991, pp. 34-39)

These guidelines are essential to Sign language teachers and students' success in Sign language teaching and learning. If adhered to, the guidelines can maximise Sign language teacher's effectiveness and ensure that students are given every possible chance to successfully acquire Sign language skills. Although these guidelines have been written for Sign language as a second language, they can be adopted for the teaching of Sign language as a first language. Cokely and Baker-Shenk (1991) assert that the purpose of any set of guidelines is to "ensure consistent and fair performance on the part of those who are affected by the guidelines" (1991, p. 40). Thus the adoption of these guidelines in the implementation of SASL CAPS can be accepted, because Deaf learners have the right to expect that the Sign language teachers are being consistent in their teaching approach. However, consistency depends on the attitudes of the teachers and their approach to Sign language teaching practice. Organisations such as the World Federation of the Deaf (WFD) and American Sign Language Teachers Association (ASLTA) have played a role in the changing the attitudes of Sign language teachers in Europe.

2.3.2 Theory and practice of Sign language teaching in Europe

Literature on Sign languages in Europe (Timmerman, 2005b; Leeson, 2006) indicates that signed languages are included in education across Europe. In Europe, signed languages are considered fully-fledged indigenous and protected languages (Leeson, 2004; Leeson 2006). Further to this, the role of signed languages in education is enshrined in UNESCO's Salamanca Statement (par. 21). Similarly, the UN's Standard Rules on the Equalisation of Opportunities for Persons with Disabilities makes a clear statement about access to information and communication, as well as referring to the role of signed languages in education (Rule 5) (Stevens, 2005).

According to Leeson (2006), European countries have implemented some form of legal recognition and promotion for signed languages in their countries. For example, the following European countries have constitutional recognition, which encourages the learning of the national signed language: Finland (1995), Slovak Republic (1995), Portugal (1997), and Austria (2005). Leeson (2006) points out that other European countries, such as Belgium (both Flanders (2006) and Wallonia (2003)), the Czech Republic (1998), Denmark (1991), Germany (2002), Greece (2000), Iceland (1999), Ireland (1998), Latvia (2000), Norway (1997/8), Slovenia (2002), and Sweden (1981), have recognised signed languages through legal measures. The United Kingdom recognised British Sign Language (BSL) and, in Northern Ireland, both BSL and Irish Sign Language (2003) are acknowledged in law. Timmerman's (2005b) research in the field of signed languages also gives an overview of the status of signed languages in several European countries.

Countries have variably recognised their national signed languages. The term 'recognition' in this thesis means "the according of legal status to sign language in legislation on language status and/or language rights" (De Meulder, 2015, p. 499). However, an observation is that most of this recognition is symbolic because many Deaf people still don't enjoy their linguistic rights. And many national associations of the Deaf still lobby their government to improve the status of Sign languages.

Kiprop (2019) provides two ways in which Sign languages can be recognised as either official or partial recognition. However, the two types of signed languages recognition are not explicit. De Meulder (2015) identified different types of explicit legal recognition of Sign languages as: (a) constitutional recognition, recognition by means of general language legislation, (b) recognition by means of a sign language law or act, (c) recognition by means of a signed language law or act including means of communication, and (d) recognition by legislation on the functioning of the national language council. The WFD adds another recognition in terms of disability, that is, as an accommodation for disabled people. Although there are many types of signed language recognition, such as cultural (symbolic) recognition, minority language recognition, national language of the Deaf recognition, community language recognition, foreign language recognition, formation of commission to advise governments on signed language related matters recognition, and funding research and development recognition which De Meulder (2015) did not mention, I focus on the first five types of Sign language recognition as pointed out by De Meulder (2015) and the WFD as they are more explicit.

The table below summaries the legal recognition of signed languages for the period 1995 – 2016.

Table 2.13: The legal recognition of Sign languages by type of legislation

Year	Constitution	General legislation	Sign language law	Means of communication	Disability
1995	Uganda Finland		Slovakia		Lithuania
1996	South Africa			Colombia	
1997	Portugal				
1999	Venezuela	Latvia			
2001			Uruguay		
2002			Brazil Slovenia		Romania Germany

2003			Wallonia		
2005	Austria				Turkey Mexico
2006	New Zealand		Cyprus Flanders		
2007		Estonia		Spain	
2008	Ecuador			Czech Republic	
2009		Sweden	Bosnia and Herzegovina Macedonia	Hungary Norway	
2010	Kenya Zimbabwe		Catalonia		Chile
2011	Hungary	Iceland			Japan
2012					Russia
2014				Denmark	
2015			Finland Serbia South Korea Scotland		Papua and Guinea
2016			Malta		

Wfd.org

The Table above shows countries that have legislation that clearly recognises their national Sign languages as the language of the Deaf citizens between 1995 and 2016. According to the WFD (2017), many other countries have laws which partially recognises Sign language. The

Table above however, does not include countries that recognise their signed language partially.

Although the Finnish Sign Language was granted constitutional recognition in 1995, a Sign language Act was only passed in 2015. Currently up to 44 countries have formally recognised their countries' Sign language, Deaf people still do not enjoy their full language rights (De Meulder, 2015). This is evidenced by the fact that National Associations of the Deaf such as DeafSA, Namibian Association of the Deaf and the Finland Association for the Deaf continue to lobby their government to enhance and improve the status of Sign languages. In South Africa, Sign language was recognised in the constitution in 1996 but only accepted as an examinable school subject in 2015.

Kinsman (2014) points out that British Sign Language (BSL) was formally recognised as a language by the United Kingdom government in March 2003, and by the Scottish government in March 2011. She reports on a pilot project involving the introduction of BSL as a subject in a secondary school, Dingwall Academy, in 2011. The BSL subject allowed Deaf learners to study their primary language of communication, thus giving them an opportunity to enhance their linguistic abilities if they wish research a language. Deaf school children need to "learn how their language works just as hearing children need to learn their first language or mother tongue" (Kinsman, 2014, p. 2). In addition, as Kinsman (2014) asserts, learning BSL as a subject enables deaf children to develop skills in the daily use of the language among themselves, and with teachers. BSL as a subject is taught by qualified teachers of the deaf with additional sign language qualifications. Kinsman (2014) adds that teachers of the Deaf, however, do not include BSL teaching as part of their post-qualification course. Qualified BSL tutors therefore collaborate with the teachers in the subject content and delivery of the lessons. The teaching of BSL in the selected school had an impact on deaf learners and teachers, according to Kinsman (2014).

In a way similar to what we are doing with SASL, BSL curriculum has adapted language skills to accommodate the visual and spatial nature of sign language, as represented in the table below.

Table 2.14: Terminology adaptation

Spoken language terminology	**British Sign Language Adaptation**	**SASL adaptation**
Listening	Watching (receptive)	Viewing
Talking (oracy)	Signing (productive)	Signing
Speaker	User	User/ speaker
Talk	Presentation	Present
Text	Source	Source
Writing (literacy)	Production	Recording
Reading (literacy)	Receptive	Visual reading and viewing

Kinsman, 2014 (SASL column added)

In the BSL subject course, deaf children learn the finger alphabet, a representation of the letters of English on the hands, particularly fingers. The finger alphabet enables brand names and names of places and technical terminology to be conveyed. Deaf children learn mastery of the hand shapes to form signs and also learn the grammatical rules of BSL.

The use of fonts of BSL on smartboards enables deaf children to develop their visual reading of fingerspelling, and to produce appropriate signs depending on the context. In addition to learning the grammatical use of BSL, deaf children also receive lessons in Deaf cultural issues.

In Sweden, the Education Act 1998 stipulates that deaf children are expected to be able to write in Swedish and English in addition to expressing their thoughts in Swedish Sign Language. Swedish Sign language is the sign language used in Sweden. In 1981, the Swedish government recognised SSL as the country's official language. Parents of deaf children are required by law to learn Swedish Sign Language. According to Timmermans (2005b) Swedish Sign Language is offered in six government schools for deaf children who cannot attend mainstream schools. The language is also an optional subject in ordinary public schools (Timmermans, 2005b).

The status of teaching and learning American Sign Language (ASL) in the United States seems to be advanced. According to the American Sign Language Teachers Association (ASLTA), like other languages, ASL courses are offered throughout the United States and span the entire K-16 spectrum. ASLTA is an organisation of Sign language teachers formed in 1975. ASLTA's mission is to promote the development of ASL curriculum and instruction, and ensure the qualifications of American Sign Language teachers. Thus, the American Sign Language Teachers Association has documented various approaches and methods for teaching Sign language.

2.4 Theoretical framework

The theoretical framework on which this thesis has drawn is based on phenomenology theory (Creswell, 1998). Phenomenology is the study of 'phenomena'; things that appear in people's experience (Creswell, 1998). Phenomenology was developed by philosophers, namely Edmund Husserl and Martin Heidegger (Connelly, 2010). Phenomenology, according to Connelly (2010) has two approaches: descriptive and interpretive. Each approach is associated is associated to each of the two philosophers. Edmund Husserl developed the descriptive approach and Martin Heidegger developed the interpretive approach (Connelly, 2010). In this thesis, I used interpretive phenomenology because I wanted to understand the experiences of teachers and Deaf teaching assistants when they implemented SASL as a subject in their schools. The phenomenon that was investigated is how the teachers and teaching assistants experienced the implementation of SASL as a first language subject in schools for the Deaf. I wanted to know what it was like for these teachers and teaching assistants to implement a school subject (SASL) that was being introduced formally for the first time in the history of Deaf Education in South Africa. Since SASL was being introduced for the first time, little was known about how teachers and teaching assistants experienced the implementation. Although, there are other theories that could be used for this type of investigation, phenomenology fits well because it focuses on the nature of experiences from the point of view of persons experiencing the phenomena (Connelly, 2010). In this thesis, these persons are SASL teachers and Deaf teaching assistants in schools for the Deaf.

Summary

In this chapter, I described issues relating to SASL in the current educational context and its practices in South Africa and internationally. Nationally, some legislation and policies that

facilitated the general education transformation were discussed and linked to the introduction of SASL CAPS in schools for the Deaf. Although many legislation and policies were adopted at the beginning of the democratic South Africa in the 1990s, the actual implementation of SASL as an examinable subject was only done in 2015. There is large gap between policy adoption and policy implementation. For example, the South African Schools Act of 1996 includes specific reference to Sign language in the section devoted to the language policy in state schools, but teachers are still not required to be competent in SASL and SASL was only introduced as an examinable subject in schools for the Deaf in 2015. The SASL Act of 1996 states clearly that "a recognised Sign Language has the status of an official language for the purposes of learning at a public school" (SASA, Chapter 2, 6(4)). However, the legislation and policies eventually led to the implementation of SASL only in schools for the Deaf. At the time of writing this thesis, SASL was not yet recognised as one of the national official languages, but appears to be starting to enjoy the same rights as an official language. Internationally, a number of research studies and Sign language curricula from other countries were discussed in this chapter. The signing and ratification of the UN CRPD by the South African government in 2007 paved the way for the implementation of SASL as a school subject.

In conclusion, the chapter introduced and oriented the readers to the investigation. The orientation contextualised the study in the literature on deaf education and Sign language. The assisted in clarifying the rationale of the research study, which will be presented along with the concomitant research question. Various policy and effort have been made focusing on the promotion of signed languages in the education of Deaf learners. In order for the signed language relevant policy to be effectively implemented in the education of Deaf learners, the experiences and perception of sign language teachers should be analysed well. Realistic practical solutions should also be offered to increase effectiveness in signed language curriculum implementation. In this context, this thesis make a contribution to the literature by exploring the experience and perceptions of SASL teachers and teaching assistants in the implementation of SASL CAPS. In the next chapter, I highlight the research methodology that I employed while exploring the experiences of teachers and Deaf teaching assistants.

CHAPTER THREE

Design of the research

3. Introduction

This chapter outlines the overall research design that was followed in the exploration of the experiences and perceptions of SASL teachers and Deaf teaching assistants during the introduction of South African Sign Language (SASL) as a school subject in schools for the Deaf. Yin (2009, p. 34) states that a research design "is essentially the logic that links data to be collected and the conclusions to be drawn to the initial research questions." I therefore, begin with highlighting the questions for investigating this phenomenon of teachers and Deaf teaching assistants' experiences during the introduction of SASL as a first language school subject. I then discuss the methods, namely the qualitative research method and the case-study method I adopted for my research study. Thereafter, I discuss the data collection and analysis procedures, with an emphasis on the validity of data through participant-check. I include ethical concerns with regard to the participants and the researcher.

3.1 Methodology for researching SASL teachers' experiences and perceptions

This section describes some features of qualitative research, which is the methodology used in the research study. It then discusses the research design, data collection procedures, the setting and participants of the study, ethical issues, and data analysis.

3.1.1 Research question

Braun and Clarke (2006) point out that research questions are appropriate to a qualitative and exploratory study. For my research study, which is qualitative and exploratory, I formulated a primary research question, namely: what are the experiences and perceptions of SASL teachers and Deaf teaching assistants in Gauteng during the implementation of SASL as a L1 subject in schools for deaf learners? The rationale for this question is that SASL curriculum was being implemented for the first time in schools for the Deaf nationally, and as a result, it was deemed efficacious to explore the challenges, successes and concerns of the teachers as

the implementers of the new SASL curriculum. To explicate this question, I utilised three secondary questions to guide the interviews, namely:

(1) What factors, as experienced and understood by SASL teachers and Deaf teaching assistants, facilitate the teaching of SASL as a first language subject?

(2) What factors, as experienced and understood by SASL teachers and Deaf teaching assistants, inhibit the teaching of SASL as a first language subject?

(3) How do the SASL teachers and Deaf teaching assistants' experiences with the teaching of SASL as a first language subject inform their pedagogical strategies?

3.1.2 Research design

Creswell (1998) advises that when choosing a research design, the researcher must be aware of the differences between a quantitative study and a qualitative study, and their inherent strengths and weaknesses. Creswell (1998) goes on to assert that "quantitative researchers work with a few variables and many cases, whereas qualitative researchers rely on few cases and many variables" (p. 15). To explore the experiences and perceptions of SASL teachers and Deaf teaching assistants in the introduction of SASL as a subject in schools for the Deaf, I employed a qualitative case-study method. The theoretical framework I used was based on phenomenology (Creswell, 1998). A qualitative method refers to "research about persons' lives, lived experiences, behaviours, emotions, and feelings as well as about organizational [sic] functioning, social movements, cultural phenomena and interaction between nations" (Strauss & Cobin, 1998, p. 10). I found it appropriate to use the qualitative method to get an in-depth understanding of how the implementation of SASL as a subject is being experienced by teachers and teaching assistants. I elicited and analysed the nature of SASL teachers' experiences and perceptions that do not quantify their occurrence. Consequently, the findings were not arrived at by statistical procedures or quantification, but by qualitative exploration of the experiences and perceptions of SASL teachers in a natural setting, the school. I concur with Haworth (1984) where she asserts that naturalistic researchers believe that gaining knowledge from sources that have close familiarity with a relevant issue is better than the objective distancing approach that characterises quantitative approaches. Qualitative studies are chosen for different reasons (Creswell, 1998). They may be chosen because of the nature

of the research questions, because a particular topic must be explored, or because there is a need to present a detailed view of the topic (Creswell, 1998). In this thesis, there was a need to present a detailed view of the experiences and perceptions in the implementation of SASL curriculum in schools for the Deaf.

The reason for choosing a case-study strategy for this research was that it allowed me to investigate a "contemporary phenomenon" (Yin, 2003, p. 13). In this case, the phenomenon is the teachers' implementation of SASL as a first language subject in schools for the Deaf in Gauteng. I interviewed twenty-six SASL teachers involved in the implementation of SASL as a first language subject curriculum "within its real life context" (Yin, 2003, p. 13), namely in schools for Deaf learners. I consider a case-study the most appropriate research strategy, because Gauteng SASL teachers are a representative sample that could in the future be compared to research done in other provinces. According to Creswell (2009), a qualitative researcher conducts an inquiry that explores the dimensions of a human or social issue or phenomenon. The qualitative data from this phenomenology were collected through a questionnaire and also through semi-structured, open-ended interviews. Since the SASL subject implementation experience is a phenomenon, my methodological approach to the study was phenomenology, as stated earlier.

Phenomenologists make the assumption that human experience makes sense to those who live it, and that human experience can be expressed consciously (Dukes, 1984). These human experiences are often described as lived experiences (Creswell, 1998). Creswell (1998) further asserted that the goal of the phenomenologist is to reduce the structural (how) and textual (what) meanings of the experiences to a brief description that expresses the experiences of all participants. Since all participants experience the phenomenon, the end product is a reduction to the essence of the phenomenon, experience or central meaning.

Creswell (1998) states that researchers can also choose a qualitative approach in order to study individuals in their natural setting, or because they want to emphasise their role as active learners who can tell the story from a participant's view. Qualitative researchers believe that all meaning is couched in individual or collective perspectives or context (Gay & Airasian, 2003). Although there are several different meanings given to the same phenomenon in the world, none is more true or valid than another. Gay and Airasian (2003)

have stated that "an important belief that underlines qualitative research is that the world is neither stable, nor coherent, nor uniform, and neither there are many truths" (p. 20).

I have used a phenomenological theory in my research study to gain information regarding the SASL subject teachers' experiences and perceptions during the introduction of SASL as a first language subject in schools for the Deaf. Phenomenology is "a philosophical study of experience … [that] shares a particular interest in thinking about what being human is like, in all various aspects, but especially in terms of things that matter to us, and which constitute our lived world." (Smith, Flower and Larking 2009, p. 11). Van Manen (1990) stated that phenomenological research refers to a study where the researcher seeks to understand people's perceptions, perspective, experiences and understandings of a particular situation or phenomenon. The approach is based on the work of Edmund Husserl, a 20th century German philosopher (Van Manen, 1990). According to Van Manen, the theory was originally developed by Heidegger, and can be understood as an approach to thinking about the life/lived experiences of people. A phenomenology, as described by Van Manen (1990), is focused on what people experience with regard to a given phenomenon, and how the experience is interpreted.

Since I was exploring the lived experiences of SASL teachers in schools for the Deaf, the phenomenological approach was helpful in understanding the structures of teachers' experiences through a new perspective. The phenomenological approach enabled me to describe as accurately as possible the personal experiences and perceptions of Gauteng SASL subject teachers during the implementation of SASL CAPS. The information that I extracted includes factors regarding the phenomenon, namely, the implementation experiences of teaching the SASL subject formally in schools for the Deaf.

Although the developers of phenomenology theory, Husserl and Heidegger, held their theory in high regard, it has disadvantages, as do other research methodologies. The disadvantages of using the phenomenological approach in my research were that the participants might have found it difficult to express themselves openly due to language, embarrassment, and politics. DeafSA has recorded that only 14% of teachers in schools for the Deaf in South Africa can sign fluently, yet they are expected to teach SASL as a first language (DeafSA, 2009). This presents a serious mismatch between policy and practice because the policy is in place but the SASL teachers, as the implementers of the policy, are not fully prepared. However, the fact

that I am an informed outsider, in the sense that I am not a teacher at the schools, yet an insider in terms of my involvement in the SASL curriculum development, is an advantage. It is an advantage because I am finely tuned to the nuances of the SASL situation, and thus able to interpret the SASL teachers' experiences and perceptions in context. According to Young and Ackerman (2001), having a similar professional identity (SASL teachers and Deaf teaching assistants in the case of my research study), between the researcher and participants provides an appropriate framework to explore a phenomenon as an informed outsider.

3.1.3 Sampling

The research study was conducted in seven schools for the Deaf in Gauteng Province of South Africa. These schools are classified by the South African government as schools / education institutions designed to accommodate learners with special educational needs as part of the inclusive system. The schools are the ones under the control of the Department of Basic Education and responsible for implementing the SASL curriculum which was published in 2014 and implemented in 2015. From the seven schools, I interviewed twenty-six SASL teachers and Deaf teaching assistants who were teaching SASL as a first language school subject in Grades One and Nine at the time of the research study. Of the 26 participants of the qualitative research study, 13 were qualified teachers and 13 were Deaf teaching assistants without a teacher qualification. Of the 13 qualified SASL teachers, eight are hearing and five are deaf. The participants were selected according to two criteria: firstly, that they are teaching SASL first language subject based on the SASL CAPS, which was introduced in schools for the Deaf in 2015; and secondly, that they teach Grades One and Nine. These are the Grades in which SASL CAPS was first introduced in 2015. I understood that all the participants in this research study sample were experiencing the phenomenon being studied. The biographical information of each participant is presented in detail in Chapter Four.

Table 3.1: Population interviewed

	SASL Teachers	**Teaching-assistants**	**Total**
Women	11	8	**19**
Men	2	5	**7**
Deaf	4	13	**17**
Hearing	6	0	**6**
Hard of hearing	3	0	**3**

The table above provides data about the participants. Most of the SASL teachers interviewed are women. Of the 13 SASL teachers interviewed, 11 are women and two are men. This conforms to the national norms, as most people in the teaching profession are women. The number of Deaf teachers and hearing teachers is fairly balanced. The data shows that the SASL teacher sample comprised of six hearing teachers, four Deaf teachers and three hard of hearing teachers. The hearing teachers are slightly in the majority. Like SASL teachers, most of the teaching assistants are women. There are eight female teaching assistants, and five male teaching assistants. All teaching assistants are Deaf people. The total sample (SASL teachers and teaching assistants) interviewed consisted of 19 women, seven men, 17 Deaf people, six hearing people, and three hard of hearing people.

As the table above shows, I interviewed a total of 13 qualified teachers who teach SASL, consisting of 11 women and two men, in seven schools for the Deaf in Gauteng Province. Although there were only two men, the SASL teachers represented various cultural groups and languages in South Africa. Their ages are between 23 and 50 years. Of the 13 SASL teachers interviewed, four are Deaf, six are hearing, and three are hard of hearing. The term 'hearing' in this thesis refers to people who are not deaf, that is, people with normal hearing ability. The SASL teachers were selected because they teach SASL subject in the two Grades (Grades One and Nine) that are the focus of this thesis.

A total of 13 Deaf teaching assistants consisting of eight women and five men representing various cultural groups in South Africa were interviewed. Their ages range between 23 and 40 years. They are all deaf, and graduated from schools for the Deaf throughout South Africa.

The teaching assistants do not have formal teaching qualifications. They are brought into class to assist the teachers in the teaching of SASL language subject, as recommended by the SASL Curriculum Management to the Department of Basic Education. This educational practice is not exclusive to the South African education system. According to Lutalo-Kiingi & De Clerck (2017), schools for the deaf and units for the deaf in ordinary schools in Uganda, Kenya, and Zambia have employed Sign language instructors in classrooms as teaching support. The teaching assistants were interviewed on the same days as the SASL teachers were interviewed. Deaf teaching assistants were selected for the interviews for the same reason as the SASL teacher and were involved in the teaching of SASL subject in Grades One and Nine, which are the focus of this research study.

All the participants, both South African Sign Language teachers and Deaf teaching assistants, were experiencing the same phenomenon at the time of my research study, that is, they were implementing the new SASL curriculum, and had opportunities to be involved in SASL CAPS training activities offered by the Department of Basic Education and other education institutions such as Wits University, Free State University, and Sign Language Education and Development (SLED).

3.2 Data collection

Data collection refers to the process of gathering information from all relevant sources, in particular participants in the study, to find answers to the research question, test the hypothesis and evaluate the outcomes. The data collection process discussed in this thesis involves: selection criteria, research instruments and research procedures.

3.2.1 Selection criteria

All the SASL teachers and Deaf teaching assistants in Grades One and Nine in schools for the Deaf in Gauteng that were introducing SASL as a subject were requested to participate in the study. The participants were contacted and invited first through an email to the principal and later contacted directly in writing to participate in the research. The participants were selected only if they met the selection criteria as teachers and Deaf teaching assistants implementing SASL as a formal school subject in schools. I used criterion-based sampling to select SASL teachers as the participants in the study. According to Creswell (1998), a

criterion-based selection technique involves determining participants based upon the goals of the study. The criteria for my research study is summarised as follows: (i) the direct involvement in the teaching of SASL subject; (ii) each person's availability and willingness to be interviewed about his or her experience of teaching SASL as a subject; and (iii) teaching SASL as a subject in either Grades One or Nine. I then collected qualitative data from the selected participants using three instruments.

3.2.2 Research instruments

My qualitative exploratory case-study research study used a questionnaire and a videoed semi-structured interview and interviewee observation (participant's behaviour when responding to questions) as the instruments of data collection. In qualitative research, methods such as interviews and observations rely on the researcher's ability and skills to analyse, integrate, and make sense of the data which have been collected (Gay & Airasian, 2003). The interviews as qualitative data collection instruments in the research study were appropriate, because they allowed me to interact with the participants and ask follow-up questions if the responses did not give the required information. I used an interview schedule in order to invite participants to use their signs and narrative structures (Mishler, 1986). The interview schedule consisted of open-ended questions about the experiences, successes and concerns of SASL teachers and Deaf teaching assistants in terms of teaching and learning context, training, curriculum principles, instructional planning and assessment (see Appendices E & F). Examples of the research questions guiding the interview were: what are your experiences during the teaching of SASL as a subject? What methods do you use to teach SASL? What factors help you teach SASL as a subject? What factors make it difficult for you to teach SASL as a subject? What are the successes and difficulties that are encountered during the implementation of SASL subject curriculum?

A researcher is supposed to play an active role in the interviews but minimise his control over the course of the interview by encouraging participants to tell their stories. As I interacted with participants, direct and indirect observation was taking place. Interviewee observation were useful in exploring topics that are difficult and uncomfortable for the respondents to discuss, for example, teaching resources creation, failures of their teaching strategies, and generally the interest shown in the introduction of SASL as a subject. I wrote down notes immediately after such meetings. A questionnaire was used to collect qualitative data

pertaining to individual biographical details, such as: age; gender; years of teaching; qualifications; where SASL was learned; and hearing status.

3.2.3 Research procedures

In qualitative research, methods such as interviews and observations rely on the researcher's ability and skills to analyse, integrate, and make sense of the data that has been collected (Gay & Airasian 2003). The collection of qualitative data started after a clearance for research was obtained from the Ethics Committee in Education. Participants were recruited through the school principals via telephone calls and email. Gaining access and developing rapport, I contacted the principal of each school telephonically. In the conversation, I sought access to the school and teachers who were implementing the SASL curriculum. I wanted to gain their permission to participate in the research study. I explained the research study and what was required from the school. The telephone calls were facilitated by a SASL interpreter, Mr. Augustine Letlalo. In the telephone communication, I explained my research briefly, and alerted the principals that they would soon receive a pack of information regarding the study. The telephone calls were followed by an electronic pack to the principal of each of the seven schools for the Deaf in Gauteng. The email pack sent to school principals consisted of a letter of introduction outlined by Creswell (1998) which included the following:

1. the purpose and importance of the research study;
2. criteria for participation;
3. explanation of the interview process;
4. confidentiality;
5. the right to voluntarily withdraw from the study at any time;
6. a place to meet and sign the form;
7. a statement about risks associated with the research study;
8. a statement about benefits from participation in the research study;
9. a questionnaire and an interview schedule; and
10. permission letters.

The letter is contained in Appendix B. I understood that participants had to feel comfortable answering questions, preferably being in a setting which adds to their level of comfort. By

taking time to contact and get to know the principal and the participants, I established a rapport with them.

After a week of no response from the schools, with the assistance of my SASL interpreter, I called again to remind them that I had sent them some information regarding which their urgent response was required. They promised to do so, but weeks passed and I did not get any responses from the schools. I then followed up again by email and two schools responded. More weeks passed and the remaining schools did not respond. While contemplating what to do, a Postgraduate Certificate in Education (PGCE) workshop had been scheduled for all schools for the Deaf in Gauteng, where SASL teachers and Deaf teaching assistants were present. I decided to give the hard copies of the pack to the school representatives to hand deliver to their school principals.

The principals recommended names of participants who met the necessary inclusion criteria as mentioned in the letter. Once the principal had given permission and sent me a list of participants and their contact details, I contacted the participants by SMS and explained the aims of the research study and invited any questions or concerns they had. Participants who did not respond to SMS were contacted again telephonically. Upon arriving at the interview site, I met the participant, reviewed the purpose and importance of the research study, the amount of time that would be needed to complete the interview, the assurance of confidentiality, and the fact that the interviewee could opt out of the research study at any time. I checked if the questionnaire was completed and signed. I then asked the interviewee for consent for the interview. The participant was advised to read and sign the consent form granting permission to be asked questions and recorded on a Sony Handycam HDR-CX190E digital camera. My SASL interpreter acted as a camera man as he took up the responsibility of setting up the video recording camera, ensuring that the lighting was appropriate, ensuring that the interviewee and I the interviewer were in the shooting frame. I personally interviewed each participant face-to-face as it is a common practice in a phenomenological study. Each participant was interviewed individually at a scheduled time. I used follow-up questions to pursue certain issues that the participants brought up.

The full duration of each interview was video recorded. It took me between 45 and 60 minutes to interview SASL teachers. For Deaf teaching assistants, it took between 30 and 45 minutes, because the two groups of participants did not have same number and depth of

questions. The reason for different questions was that SASL teachers have recognised teacher qualifications, while Deaf teaching assistants don't have. Bogdan and Biklen (1992) expressed concern that the interviews do not become too rigid, where participants are not able to express themselves openly, or to tell their story. I used semi-structured interviews for both SASL teachers and Deaf teaching-assistants.

A video camera was set up and used to record the interviews, as it was essential to capture the full complexity of the message conveyed through the visual modality of SASL. According to Erting (1994), a video recording is clearly a more obtrusive means of collecting data than note-taking, but it is essential to use it to be able to examine data closely. Taking notes during the interview was a challenge, as full eye contact is required in SASL conversations. A second and third observation of the video recorded interviews allowed me time to make interview notes.

At the time of the interviews the SASL proficiency of each interviewee was also determined. Following the interview, the interviewee's performance was given a numerical rating that ranged from 0 – 5 as indicated on the American Sign Language Proficiency Interview (ASLPI)[37] Proficiency Levels (see Table 3.2 below). The ASLPI is a structured conversation of 20 – 30 minutes in sign language which is carried out between a candidate and a trained interviewer. The ratings are descriptions that indicate the kinds of contexts in which an individual is considered capable of 'speaking' a signed language in an appropriate and effective manner. By referring to these descriptions and the autobiographical information (see Appendix A), I determined the nature and language performance of each interviewee.

Back in my office, the interviews were transcribed from SASL into English by a contracted SASL interpreter and translator. The transcripts were then taken to the participants for verification. The memory sticks in which data is stored are locked away until the research study was completed, assessed and successful. Thereafter, memory sticks will be available for a period of five years for reference purposes. After that period has elapsed, the qualitative data will be permanently deleted in accordance with the ethics provision.

[37] The American Sign Language Proficiency Interview or Gallaudet University Proficiency Interview, also known as Sign Language Proficiency Interview (SLPI:ASL) was adapted by Bill Newell and Frank Caccamise from the Language/Oral Proficiency Interview (L/OPI), an interview technique for assessing spoken language communication skills. The L/OPI may be used to assess a variety of spoken languages. In a similar way, SLPI:ASL may be used to assess a variety of signed languages. SLPI:ASL is used in countries such as New Zealand as SLPI:NZSL, Kenya as SLPI:KSL and in South Africa may be used as SLPI:SASL (RIT, 2020).

All the participants were asked if they wanted to use the services of the SASL interpreter. They choose to be interviewed in SASL as they teach it. However, during the interviews it was found that not all were fluent in the SASL. The SASL competency of hearing teachers is on different levels. There are hearing teachers who are fluent in SASL, such as Giselle, and former SASL interpreters. Research findings by Akach, Demey, Matabane, Van Herreweghe & Veermebergen (2006) have confirmed that most teachers in South Africa used total communication or a broken sign language. Based on my interaction with the participants in SASL, I used the Gallaudet University Sign Language Scale, generally known as the SLPI:ASL and adapted it into SLPI:SASL to determine the proficiency levels of each participant after a one-to-one interviews in SASL, see the table below. The adaptation entailed the change of name from SLPI:ASL to SLPI:SASL. SLPI can be used to assess other signed languages just as the Language Oral Proficiency Interview (L/OPI) may be used to assess spoken languages (see also footnote 37).

Table 3.2: Sign Language Proficiency Interview: SASL

LEVEL	DESCRIPTION
Level 5	Able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a wide variety of topics, both formally and informally from concrete and abstract perspectives.
Level 4	Able to demonstrate spontaneous elaboration on all familiar and most unfamiliar topics, however, there is incorporation of language patterns other than those of the target language.
Level 3	Able to express language with sufficient structural accuracy and vocabulary to participate in most familiar and unfamiliar topics about practical, social, and professional situations.
Level 2	Able to express uncomplicated communication tasks in straightforward practical and social situations.
Level 1	Able to manage a number of uncomplicated communicative tasks in straightforward practical situations.
Level 0	No functional language ability.

(RIT, 2020)

South African Sign Language proficiency among teachers of the Deaf forms the basis for effective learning in schools for the Deaf. A lack of proficiency in Sign language among teachers who are tasked with the implementation of SASL CAPS can have a negative impact on the quality of teaching. In my analysis of Gauteng Sign language subject teachers' proficiency in the language, I separated hearing teachers from Deaf teachers. The reason for this is that Sign language is a second language to the hearing teachers and a first language to Deaf teachers in the research study. There were five hearing teachers of Sign language subject. I would place one hearing teacher on Level 4, three teachers on Level 3, and one teacher on Level 1. There were five Deaf Sign language teachers. I would estimate four Deaf Sign language teachers are on Level 5, and one is on Level 4. The justification for placing the one Deaf Sign language teacher on Level 4 was that she tended to use total communication and frequently asked me to explain the meaning of signs during our interview. There were two hard of hearing Sign language teachers, whom I would place on Level 2. One of the hard of hearing SASL teachers began to learn the language at the age of 40 when she became deaf, while the other was only exposed to SASL after teacher training.

3.3 Challenges faced during the process of data collection

I encountered numerous challenges during the process of data collection. I am including these issues here while hoping that future researchers in deaf education field will find them useful, thus reducing frustration. The main frustrations were communication with school some school principals, teachers not being informed of the research visit, unexpected school activities, and interruptions of the interviews.

3.3.1 Communication with principals

Most of the principals did not acknowledge receipt of the principal pack sent to them by email. The pack included a request to conduct research at the school, information sheet about the research, interview schedules, proof of permission to conduct research in schools from the GDE, and forms for participants to fill. Only two principals responded to the SMS messages I sent asking if they got my email messages, or whether I should send the emails again. Numerous follow up calls were made with the assistance of the SASL interpreter, only to be told by the persons at the other end of the line that the principal was not available and that a written message would be left for him/her. Luckily, some teachers from all the schools for the

deaf had to attend a PGCE workshop hosted by the Centre for Deaf Studies, and I gave them packs to give to the principals. When I still saw no response, I had to directly contact the potential participants.

3.3.2 Teachers being not informed of the research study visit

In some schools, the documents did not reach the teachers, because SASL teachers and teaching assistants in five schools did not receive the information letters, consent forms and background forms which I requested principals to give the teachers in Grade One and Nine teaching SASL as a subject. From my interactions with the Sign language teachers, it seems that certain principals kept the documents in their offices, without handing them over to the identified teachers. This might be due to the principals' missing to read the letters sent to them. At one school, the Deaf teaching assistants got the interview schedules for the SASL teachers, although the documents were clearly marked in bold at the top of the page.

3.3.3 Unexpected school activities

At two schools I had to return half way on the road when I got an SMS that the teachers were no longer available at the agreed upon time, due to the phase teachers' meeting. There were also other circumstances that caused the postponement of the interviews at the last minute. In one school, I arrived only to find that the teacher was not at the school, and could not respond to the messages. I had to make a second trip to the school when the teacher was available.

3.3.4 Interruptions of the interviews

At one school, there were visitors touring the school, where the room in which the interviews were in progress was not spared. The principal apologised and introduced the visitors. I had to cut the interview, jump from my chair, turn off the video camera, and listen as the principal introduce me as a researcher from Wits University and the first known Black Deaf PhD student to visit the school. There were also interruptions such as a person running into the room while the interview was in progress, informing the SASL teacher (interviewee) about an urgent call at reception.

The interruption of the interviews, school activities, lack of communication and misinformation caused certain frustration. However, these challenges are unavoidable for a variety of reasons. With the commitment of the majority of SASL teachers as participants, principals and all people involved in the data collection process, the negative effect of these challenges could be reduced. The researcher requires patience to accommodate unpredictable circumstances that may occur at the field of research.

3.4 Research ethics

Since the research study involved human participants, ethical procedures need to be adhered to throughout the research, in particular issues relating to confidentiality, anonymity and respectful engagement with the participants (De Vos 2005). I approached the principals of the selected schools for the Deaf in Gauteng to explain the goal of the research, contextualising it within the current context of South African Deaf Education. A comprehensive information letter was given to all participants (see Appendices B & C). The letter was emailed to the participants, but I also re-explained my research to ensure that they understood the nature, objective and purpose of the study in which they were invited to participate when I saw that they seemed uncertain. The core issues of the content, confidentiality, risk and benefits of their participation in the study were discussed. Participants were assured that their participation was voluntary and that they could withdraw from the research at any time during the process.

I answered questions the participants had about the content of the letter. I also clarified their queries regarding the research process. I stated clearly that whether they decided to participate or not, or whether they decided to withdraw from the research during the process, they were not punished in any form of a risk. This part of the discussion was to ensure that participants did not feel obliged to participate in my study based on the leadership status I have in the South African Deaf community. The interviews were conducted as objectively and professionally as possible after the participants had given their consent.

An application to the Humanities Research Ethics Committee was made in order to secure clearance to continue with the study (see Appendix H). The ethical considerations discussed above show that as a researcher, I had a responsibility to the participants on whom I depend for the study. Therefore, possible effects of the research on participants were taken into

account in order to preserve their dignity. This was ensured by the formal and written invitation and initial meetings with the participants. I assured the participants that the research would follow ethical processes, where complete anonymity and confidentiality was ensured. For example, participants were given pseudonyms so that they would not be identified and no one could work out at which school they worked. Finally, participants were given the write up of their interviews in order to allow them to comment on the accuracy, and this gave them assurance that nothing was written about them without their consent. They were also assured that once transcribed, I would not use the visual material again, except for verification of the transcription. I assured them that the recordings would not ever be shown to any person other than the translator and supervisors if requested.

In summary, the data collection method involved qualitative in-depth interviews with teachers and teaching assistants of SASL as a subject. As part of the advanced qualitative research protocol, I obtained the necessary ethical clearance and permission to conduct the study from the provincial education department (see Appendix I), from the school principals at the seven schools of the Deaf, as well as from each individual participant, before going into the schools and collecting data. I conducted myself ethically at all times, and was particularly vigilant of the anonymity and confidentiality of the study participants, as the South African Deaf Education Community is a small one, where identities and interviews could be easily comprised.

3.5 Data Analysis

There exist different qualitative analytic traditions under the interpretive category (TerreBlanche, Durrheim & Kelly, 2006). For this research, I used one of these interpretive traditions, called thematic content analysis, as described by Smith (1992) in TerreBlanche, Durrheim and Kelly (2006, p. 322). I believe that thematic content analysis is most suitable for my research study, because the emergence of themes enabled me to spot patterns within the experiences and perceptions of SASL teachers and Deaf teaching assistants. McMillan and Schumacher (2006) describe qualitative data analysis as “primarily an inductive process of organising data into categories and identifying patterns among the categories” (p. 364). In the research study, I analysed data by organising it into categories and putting the emerging themes and concepts in each category. Unlike the quantitative researcher, who develops several ways to think about and link abstract ideas to measurement procedures that produce

quantitative information about empirical reality, as a qualitative investigator, I refined new concepts that were grounded in the data. Where it was not possible to refine concepts from existing data, new insights and understanding were formed. In the analysis of data, the responses of the participants were combined and categorised.

The data analysis procedures began once the interview data was converted from South African Sign Language (SASL) to a written text. Data reduction began with reading and re-reading of the transcribed data. A comparison of the content was also done between the signed text and the written text. The themes began to emerge with the initial reading of each transcript. Next, an open coding procedure was utilised for the identification of emergent themes. The three emergent themes developed as follows: (1) facilitating factors; (2) inhibiting factors; (3) impact of these factors on teaching strategies.

In addition to these themes, the data also suggested the existence of categories for each of the three themes. It was apparent to me that participants, each in his or her own way, showed a strong sense of their character and personality. This was obvious in their approaches to my questions. The development of themes as described by the signs (voices) of the participants provided thick descriptions of their SASL teaching experiences. The pages that follow present the experiences as expressed by the 26 participants, and are the major findings that emerged in accord with each theme. The quotes from the participants are written in italics, and verbatim in everyday vernacular. They are presented in this style to allow the reader an opportunity to draw on the reflection of thought given to the participants' responses. In this research study, I used a coding system for data analysis, where the data was organised into codes on the basis of themes, concepts and patterns. As emphasised by Marshall and Rossman (1999), during the organisation of data into codes, emergent understandings can be tested and alternative explanations sought. Coding in this study entailed the analysis of qualitative data that begins with the identification of key themes and patterns (Coffey & Atkinson, 1996).

3.6 Trustworthiness: Reliability and validity of the findings

The trustworthiness of the information gathered from the study was ensured using participant-check for validity. This means that I allowed participants to review data that has been collected and translated. The participants were given an opportunity to read, correct, and

where necessary to make comments on the transcripts of their interviews and themes found in the study. I also conferred with my advisors over the themes that emerged from the data. Guba and Lincoln (1983) made an observation that the obligation to attend to the trustworthiness of the qualitative study lies with the naturalistic researchers, in the same way as it is the onus of the empirical researchers to determine the reliability and validity of their quantitative research. Patton adds that in a qualitative investigation "the credibility of a study is heavily reliant on the meticulous techniques and methods instituted to gather high quality data as well as the way in which it is analysed" (Patton, 1990, p. 461).

3.7 Limitations of the research study

The main purpose of the research was to explore the experiences and concerns of SASL teachers and deaf teaching assistants during the introduction of SASL as a subject in schools of the Deaf in Gauteng Province. The study had certain limitations. The study was limited to seven schools in one province, viz. Gauteng. Gauteng is the most accessible province for the researcher and the schools are not too far from each other. Schools for the Deaf in the provinces are characterised by a disparity in resources, learning and teaching support materials. Since the participants in the study were all drawn from Gauteng Province only, they are not representative of the entire population of SASL teachers of the Deaf in the country. Circumstances in other schools for the Deaf in other provinces were not considered in the research study. Further research needs to be conducted in other provinces. The research study investigated the experiences of only SASL teachers and teaching assistants. The study did not pay any attention to the experiences of SASL learners. Both SASL teachers and SASL learners are important contributors to successful SASL CAPS implementation. The nature of a qualitative study, the timing of the SASL CAPS implementation plan and the limited resources restricted the researcher to the study of Grades One and Nine. The research into SASL was complex, due to the uniqueness of the language. The language is visual and gestural, rather than auditory and spoken as are most human languages. When its uniqueness is combined with ignorance, politics, prejudice, misconceptions, and myths about SASL and the dominance of spoken languages, analysing the research data became more complicated.

Summary

This chapter included an explanation of the research design and the process of data collection, interpretation and analysis. The chapter explained my positioning within the

interpretive paradigm while using the qualitative research. It described what a case-study approach is, and its relevance to this research study. In the chapter, I described the case study schools and discuss how the participants were selected. I discussed ethical issues and limitations of the research study. Lastly, I used this chapter to give a breakdown of chapters. Chapter Four is the first of the data chapters and provides a detailed description of the context of research and the background of participants in the research study.

CHAPTER FOUR

Data Presentation: The research participants

4 Introduction

In this chapter, I present the responses from participants of this qualitative research study. The focus of inquiry in a qualitative research is the use of the participants' 'voices'. Foremost, it is the voice of the participants that enables the researcher to study the phenomenon of interest (Lawrence-Lightfoot & Davis, 1997). The participant profiles were developed to introduce the participants who shared their experiences and aided my research study. A summary of the group characteristics is also included. I start with a description of the schools where the participants work to give the reader an idea of the context in which the participants are based. Instead of using the real name of a particular school, I assigned a code for each school for example 'School A.' The schools are ordered in the order in which the visits to the school were done, for example I visited School A first and then School B. The assignment of a code to each school is used for the purpose of keeping the identity of the schools confidential. I describe the school and then the biographical background of the research participants from the school to provide the reader with a picture of the people I interviewed. I used the biographical (background) information the participants provided me in writing prior to the commencement of the interviews. I am of the view that these background factors have an effect on how the teachers and Deaf teaching assistants experience the implementation of SASL CAPS in their schools. For SASL teachers and Deaf teaching-assistants (the participants in the study), I used culturally appropriate pseudonyms. To ease the reading for the reader, all the names of the participants in School A start with an 'A' for example, Ann. Similarly, the names of the participants in School B start with a `B' for example Bonga. This strategy is used for all the seven schools for the Deaf that were part of my research study.

When the description of the background factors of the participants is done, I present an organisation and analysis of the information collected from the 26 participants through in-depth interviews. The organisation and analysis of data is based on the theoretical framework discussed in Chapter 2.

4.1 Introduction to the research participants

The participants in this research study included 26 SASL teachers and Deaf teaching-assistants from seven schools for the Deaf in Gauteng Province. The SASL teachers are the principal participants as they have a mandate from the Department of Basic Education (DBE) to implement SASL CAPS. The data collected from the Deaf teaching assistants is a secondary data for supplementary information but important because of their role in the team-teaching model.

4.1.1 The South African Sign Language (SASL) teachers

This group comprised 13 teachers tasked with the responsibility of teaching SASL in Grade One and Nine in schools for the Deaf in Gauteng. The SASL teachers were chosen from seven schools for Deaf learners in Gauteng. The 13 SASL teachers included five Deaf, six hearing, and two hard of hearing people. The SASL teachers have varying experiences of teaching SASL subjects, ranging from eight months to five years. At the time of the interview (September, 2016), the majority of teachers had taught SASL subject for one year and nine months, about two years of SASL teaching experience. The group consists of 11 women and two men and represents a various linguistic and cultural backgrounds. Their ages ranged from 23 to 50 years. Before the interviews, each participant provided me with a document that contained background information about themselves, for example their gender, ages, hearing status and qualifications. In the interviews, participants were asked about their experiences of teaching SASL subject in their schools.

4.1.2 The Deaf teaching assistants

In this group, there were 13 teaching assistants (all of them Deaf people). There were eight women and five men, aged between 23 and 40 years. Each was assigned to a SASL teacher by the principal of their schools. The academic qualifications of Deaf teaching assistants ranged from Grade 10 to Grade 12. The Deaf teaching assistants too were sent a biographical information questionnaire, which they submitted to the researcher before the interviews. In the interviews, they were asked about their roles and functions in the SASL classroom, and how they worked with the SASL teachers in the teaching and learning process. The

interviews elicited the teaching assistants' experiences working alongside a qualified teacher in the teaching of SASL first language subject.

The twenty-six (26) participants (the SASL teachers and Deaf teaching assistants) in the research study were selected from seven schools for the Deaf in Gauteng province. Four participants, consisting of two SASL teachers and two Deaf teaching assistants, were drawn from each of six schools for the Deaf in Gauteng. Two participants; one SASL teacher and one Deaf teaching assistant, were drawn from one school that does not have Grade One. It is a high school catering for learners from Grade Nine to 12. The other six are combined schools catering for Deaf learners from Grade R to 12. Gauteng Province has a total of eight schools for Deaf and hard of hearing learners. Seven of the eight schools are South African Sign Language medium schools. One of the eight schools does not offer SASL as a subject, therefore no participants were chosen from that school. Each school SASL medium school is described below in terms of founding, founder, type of school, mission, resources, and demographics, which include the number of learners, the number of teachers, the languages used and grades offered. The participants under each school are described based on the order in which I conducted interviews at each school. The contextual and background information of participants I present in the next section helped me during the interpretation of the findings of the research study. The background information (profiles) are presented as a guide to the analysis and results of data gathered. The table below presents a summary of the participants' characteristics, which were created as a result of the in-depth interviews and documents provided.

Table 4.1: Group characteristics of participants

Participant #	Name	Status	Gender	Race	School
1	Ann	T	F	B	A
2	Agang	TA	F	B	A
3	Adam	T	M	B	A
4	Audrey	TA	F	B	A
5	Bianca	T	F	B	B
6	Bonga	TA	M	B	B
7	Bheki	T	M	B	B
8	Ben	TA	M	B	B
9	Catherine	T	F	B	C
10	Charles	TA	M	B	C

11	Dafiyah	T	F	I	D
12	Danielle	TA	F	C	D
13	Dabula	T	F	B	D
14	Dladla	TA	M	B	D
15	Ella	T	F	B	E
16	Elleanor	TA	F	B	E
17	Eliza	T	F	B	E
18	Earl	TA	M	B	E
19	Fadheela	T	F	I	F
20	Fabia	TA	F	B	F
21	Fabiola	T	F	W	F
22	Fana	TA	F	B	F
23	Genevieve	T	F	W	G
24	Gabriella	TA	F	W	G
25	Giselle	T	F	W	G
26	Gianna	TA	F	W	G

F =Female, M=Male, B=Black, I=Indian, W=White, C=Coloured, T=Teacher, TA=Teaching assistant

4.2 Research sites

The research sites are the schools for the Deaf in Gauteng province of South Africa. It is at these schools where South African Sign Language is being implemented as an approved school subject. The schools are pseudonymed: School A, School B, School C, School D, School E, School F and School G.

4.2.1 School A

School A was established by missionary sisters in 1962. The school is situated in a lower middle class area in Gauteng. It is a LSEN public school catering for deaf learners from the ages of three to 18 years. The learners come from across the country, but are mostly from Gauteng, Limpopo, North West and Mpumalanga, due to the proximity of these provinces. The school is situated in one of the districts of Gauteng province. In 2016, the school had an enrolment of 358 deaf learners and 48 teachers (GDE, 2016). The school offers pre-Grade R to 9. A large percentage of learners also have a secondary barrier to learning such as additional disabilities, poverty and lack of parental support, as their homes are far away from the school. The school has boarding facilities. Traditionally, the school educated black

children. Although it has been open to all races since the collapse of apartheid in 1995, all the children are Black.

The mission of the school is to offer deaf learners the opportunity to acquire the knowledge they need in order to find a place in the society. The school curriculum is strongly characterised by technical, vocational training and Life Skills, as well as to impart a solid Christian foundation. The school has good facilities to help it achieve its objectives. The facilities observed include a Chapel, two halls, two libraries, two computer centres, design and technology centre, a tuck-shop, boarding, two soccer fields, two netball courts, two tennis courts, and two swimming pools. There are a number of extra mural activities available to deaf learners. The activities include netball, soccer, table tennis, volleyball, chess, drama, choir, traditional dancing, ballroom dancing, Latin American dancing, gymnastics and drum majorettes. Although the school seems to have the necessary facilities, it is declared a 'no fees school'[38] by the Department of Basic Education because of the poor economic level of the community around it. I am familiar with this school, as a former student between Grades One-Seven. The school implemented SASL CAPS in the Foundation phase and Grade Nine in 2015, in accordance with the requirement from the Department of Basic Education.

At School A, I interviewed four educators, who consisted of two hearing SASL teachers; one man, and one woman, and their two Deaf teaching-assistants, both women. The male teacher is 44 years of age, and began learning SASL at the age of 35 years. The woman teacher is 46 years and began to learn SASL when she was 40 years old. The highest qualification of both teachers is B.Ed. honours specialisation in Inclusive Education. They teach Grades One and Nine (the grades which are the focus of my research study). For the first SASL teacher, the interview lasted 60 minutes and the second SASL teacher, the interview lasted 45 minutes. The difference in the interview times between the two SASL teachers is that one is fluent in

[38] The South African Schools Act (SASA) declares some schools as a 'no fees school' based on the economic level of the community around a school. According to SASA, the School Governing Bodies must supplement government funding by charging fees and doing fund-raising. Only schools declared 'no fees schools' have the right not to charge fees. The government pays school fees for all students attending 'no fees' schools. According to Sayed & Motala (2012) the 'no fees' school policy should be understood in the context of an equity-driven model of education necessitated by the high levels of inequalities in the South African education system.

SASL and the other is not, where it took longer, as often I had to repeat or ask for clarity of what she meant.

The ages of the teaching-assistants are 28 and 35 years. One teaching-assistant has Grade 10 as her highest qualification and one teaching assistant has SASL NQF Level 3. Both teaching-assistants are Deaf and former learners from School A. They acquired SASL at the ages of seven and 10 years. I interviewed all four educators at the school on the same day, 28 September 2016, between 10:00 and 14:00. For the two teaching-assistants, the interview lasted about 30 minutes.

Each interview started with the introduction, explanation of the interview procedure and signing on the consent forms for the interview and video recordings. I used different interview schedules for SASL teachers and teaching assistants, due to the different employment ranks within their school. The interviews were conducted in each teacher's classroom. There were no learners present. All the four participants from School A handed me completed biographical data forms after the interview.

In this thesis, I use the alphabets in capitals to refer to the schools, for example the letter 'A' refers to School A on the list of schools visited. This arrangement is for the purposes of confidentiality, as I undertook not to use the names of the participants. There are a few schools for the Deaf involved in this research study and the deaf world is small; that is, people in the deaf world tend to know each other and what one is doing. The identity of the participants in this research study might be discovered by readers inside the South African Deaf community. It is, however, not a big issue that the Deaf community insiders can work out who the SASL teachers and Deaf teaching assistants are, because it is likely that by the time other people read these findings, they (the SASL teachers and Deaf teaching assistants) may well have changed their positions in the schools anyway. For example, one teacher at School C has already moved out of the school and a new, different teacher has taken over her position. The participants that were interviewed at School A are Ann, Agang, Adam and Audrey.

Ann

Ann is a 46-year old hearing female SASL teacher. She has been teaching SASL as a subject in Grade 1 since 2015 (a total of 1 year and eight months of SASL subject teaching experience). When the SASL CAPS was introduced in the school, the principal allocated Grade 1 SASL to her (even though she was not fluent in SASL). She had only a very basic conversational competence in SASL at the time, because she had worked at the school for the past few years before SASL was introduced as a subject in 2015. She reports that she was allocated Grade One because other teachers were not willing to teach the language to the entry grade (Ann, personal communication, September 2016). She learned SASL for the first time at the age of 40 when she was employed at the school. In other words, she learned SASL on the job. Before coming to School A, the participant worked at a public ordinary school. She has a teacher diploma. In the second and third years of her employment at the school, she obtained a Bachelor of Education with Honours specialisation in English teaching, a certificate in SASL from Wits Language School (WLS) and an SASL assessor's certificate from Sign Language Education Development (SLED). Wits Language School (WLS) offers short courses in SASL aimed at teaching language learners to communicate with Deaf and hard of hearing people through the use of SASL, as a division of Wits University. SLED is a non-profit organisation that offers SASL courses to teachers of the Deaf and the general public. SLED, unlike WLS, is not aligned to any institution of higher education. During my interview with Ann, the teacher did not want to include a SASL interpreter, but I found that communicating with her in SASL was a struggle. She required me to sign slowly and mouth the word as much as possible. I found this frustrating. Our interview took two hours instead of the scheduled hour, because of the difficulties we experienced with understanding what either of us was saying. She has a limited SASL vocabulary Level 1 (see Table 17 SL proficiency scale) and most of the SASL teaching is done by the teaching-assistant, who does not have any certificate.

Agang

Agang is a 28-year old female Deaf teaching-assistant in Grade 1. She acquired SASL from senior deaf learners at school from the age of seven years. She was invited by the principal (at the recommendation of a teacher) to become a teaching-assistant when the schools for the deaf implemented SASL CAPS in 2015. She does not have any qualification. She says that

she attended some SASL workshops at Wits and SLED though there is no documentation to support this. The courses in both institutions (Wits and SLED) included basic SASL vocabulary, linguistics, and how to use LTSM, such as cameras, during assessment. The participant is a first language SASL speaker, but requires more training in SASL teaching methodologies. This participant's motivation for teaching is the joy she finds when deaf children show understanding of what she is saying in SASL. She is good in SASL (Level 4) and was able to demonstrate how she changes her signing to meet the language level of Grade One children in the classroom.

Adam

This participant is a 44-year-old hearing male teacher. He teaches SASL subject to Grade Nine learners. He learned SASL informally through interactions with other SASL speakers at the age of 35 years. He has been teaching SASL subject since its introduction in 2015. This participant has NQF Level 5 signing fluency. He holds a BA in Education and B.Ed. honours in Learner support. The participant attended SASL CAPS training offered by the Department of Basic Education prior to and during the implementation of the SASL curriculum. He is good in SASL expressive skill but poor in the receptive skills. He was identified by the principal with the support of other teachers to teach SASL in the senior/FET phase, due to his fluency in the language. He is on SASL competency Level 3.

Audrey

This participant is a Deaf teaching assistant 33 years of age. She works with the SASL teacher in Grade Nine. She began acquiring SASL when she began her primary school at the age of seven. The participant is a former learner at the school and graduated with a National Technical Certificate. She has NQF Level 5 certificate in SASL from SLED. She has been employed in other capacities in the school since 2011, but was moved by the principal to the teaching assistant position when SASL CAPS was officially introduced in schools for the Deaf in 2015. Her motivation for being a teaching-assistant is that she can explain subject content to deaf learners in their primary and accessible language, SASL.

Table 4.2: A profile of SASL teachers and teaching assistants in School A

	Gender	Age	Hearing status	POSITION	Highest academic qualification	Grade	Age learnt SASL	SASL Competence level
School A								
Ann	Female	46	hearing	Teacher	B.Ed. honours	1	40	L1
Agang	Female	28	Deaf	Assistant	Grade 10	1	10	L4
Adam	Male	44	hearing	Teacher	B.Ed honours	9	35	L3
Audrey	Female	33	Deaf	Assistant	SASL NQF Level 5	9	7	L5

Table 4.2 shows an overview of the four participants from School A. The sample from the school comprises three women and one man. The youngest participant is 28 years old and the oldest participant is 46-years-old. The two SASL teachers can hear. Both SASL teachers have honours degree as their highest qualifications. The two hearing teachers began to learn SASL when they were 35 and 40 years old. The SASL teacher who is aged 46 years of age has the second lowest level of competency in SASL, that is Level One. Level Zero is the lowest. One hearing teacher's SASL competency is on Level Three. He is an active member of the Deaf community, both in school and outside school such as membership to the South African Deaf Sport Federation. The Grade One teacher's low proficiency in SASL is concerning, because the class is learning the language for the first time (all the children in the class came from non-signing hearing families). Children in the Foundation phase are on the most important stage of language learning. A Foundation phase SASL teacher must be the right model for SASL by demonstrating understanding of Deaf culture and history and know the linguistic structure of Sign language. The Grade One SASL teacher at this school lacked competency in SASL.

The two teaching assistants are deaf, and SASL is their first language. They began to acquire SASL when they first attended school at the ages of seven and 10 years old, thus their SASL competency is on Levels 4 and 5. The highest possible level if Level 5 according to the Gallaudet University Sign Language Competence Scale (see Table 3.2). The Grade One SASL teaching assistant's highest academic qualification is Grade Ten. The Grade Nine SASL teaching assistant has an NQF Level 5 certificate in SASL from SLED, an organisation that is involved in the in-service training of teachers and teaching-assistants in schools for the Deaf. I am very concerned that the Grade One Deaf teaching assistant had not attended any of these trainings although she had been in the position for almost two years at the time of the

interview. A teaching assistant is expected to help the teacher in the conduct of SASL lessons, other classroom activities such as program coordination, administration and correction of tests. Thus the teaching assistant needs to have a reasonable competency in SASL teaching methodologies on top of the fluency in SASL. The Grade One teaching assistant is fluent in SASL but lacked knowledge of the pedagogical aspect of SASL. Certainly, schools for the Deaf have to stop putting people in the classrooms as teaching-assistants merely because they are deaf and can sign.

4.2.2 School B

This school was established by the Department of Education in 2001. It is situated in a lower middle area in Gauteng. This is a public LSEN school (offering Grades R to Nine) for deaf, hard-of-hearing and partially visual impaired learners. Traditionally, the school has been open to all races, but all the learners are black. The school has a population of 291 deaf learners and 30 teachers (GDE, 2016). Learners from the age of six years are admitted to the school. The school follows an academic stream and a vocational stream. The academic stream ends in Grade Nine. The technical stream includes skills such as hairdressing, cooking, welding, and woodwork. It has a computer laboratory and Wi-Fi, but not enough rooms for recording of stories on video cameras. The school appeared to have good resources, though their use is strictly restricted, for example, some grades are not allowed to use the computer laboratory. At the time of my visit, Grades Six to Nine used the computer laboratory for one hour each between 08:00 and 12:00. The school is classified as a 'no fees' school by the Department of Basic Education. The school implemented SASL CAPS in the Foundation phase and Grade Nine in 2015 as required by the Department of Basic Education. The participants that were interviewed at School B are Bianca, Bonga, Bheki and Ben.

Bianca

Bianca is a 35-year-old female hearing teacher in Grade One. She has a National Diploma in Education, NQF Level 5 qualification in SASL and ECD qualification at NQF Level 5. She attended a number of workshops and training related to SASL teaching, for example the PGCE module at Wits DBE training workshops, before and during the implementation of SASL curriculum. She learned SASL at the age of fourteen. She is fluent is SASL, because she grew up among Deaf people. She stayed with her mother on the school premises since

she was 14 years old. Her mother was a hostel parent at the school. The participant teaches SASL subject to Grades One, Two and Three children. She also started her teaching career at a school for the deaf. She was allocated to teach SASL subject in the foundation phase in 2015, because she was one of the few hearing teachers fluent in SASL in that year. The participant is fluent is SASL, and occasionally volunteers to interpret at meetings where Deaf people are in attendance. She fits SASL competency Level Three.

Bonga

Bonga is a 34 years old. He is a Deaf teaching-assistant for Grade One. He acquired SASL as a Pre-Grade R learner from his Deaf peers at the school. He also learned the language formally at SLED and obtained a NQF Level 5 certificate from Wits Language School. He attended the two DBE organised workshops on SASL CAPS. The participant has been a teaching assistant since the implementation of SASL CAPS in 2015. He is motivated to teach by the trust the principal has in him. When the school sought to employ Deaf teaching assistants in 2015, the principal offered him the position. Bonga is on Level 5 of the Sign language proficiency scale.

Bheki

SASL teacher, Bheki is a 31 year-old Deaf male teacher. He acquired SASL through the interaction with other Deaf children when he was enrolled at the school for the Deaf at the age of 14 years. He teaches SASL first language subject in Grades Seven to Nine. He holds a B.Ed degree for senior/FET phase from UNISA and a SASL certificate on NQF Level 3 from Wits Language School. He attended the SASL CAPS training workshops that were organised by the DBE in 2015, 2016 and 2017. The participant has Level 3 competency in SASL.

Ben

Ben is a 35-year-old male Deaf teaching assistant to Grade Nine SASL teacher. He acquired SASL when he was admitted to the school for the Deaf at the age of five. He possesses a certificate in IT at NQF Level Three. Like most of the teaching assistants, he attended the SASL CAPS training offered by the DBE before and during the implementation of the SASL curriculum in schools for the Deaf. He acquired the position after applying and going through

the interviews. He is motivated by his ability to help deaf learners in their effort to understand how their language works. I put this participant on Level Five competency in SASL.

Table 4.3: A profile of SASL teachers and teaching-assistants at School B

	Gender	Age	Hearing status	Position	Highest qualification	Grade	Age learnt SASL	SASL competence level
School B								
Bianca	Female	35	Hearing	Teacher	NDPE	1	14	L3
Bonga	Male	34	Deaf	Assistant	SASL NQF Level 5	1	Since birth	L5
Bheki	Male	31	Deaf	Teacher	B Ed	9	15	L5
Ben	Male	35	Deaf	Assistant	IT NQF Level 3	9	5	L5

The table provides information about the four participants recruited from School B. The majority, three out of four participants, are Deaf men aged between 31 and 35 years old. The participants are involved in the teaching of SASL subject in Grades One and Nine. Grades One and Nine are the grades in which the SASL was introduced in 2015. Each grade has a SASL teacher and a teaching assistant. The SASL proficiency of teachers and teaching-assistants in Grade One and Nine is good at Level 3 and 5.

The teacher in Grade One has NDPE as her highest qualification while the SASL teacher in Grade Nine has a B.Ed degree as his highest academic qualification. The teachers, one hearing and one Deaf, acquired SASL at the age of 14 and 15 years from deaf children at the school thus their SASL competency fall in the region of Levels 3 and 5 of the Gallaudet University Scale. At Levels Three and Five, the SASL proficiency of the teachers is not bad. Unlike the Grade One teacher in School A, the Grade One teacher in this school possessed enough competence in SASL to teach it at the Foundation phase. She is able to express SASL with sufficient structural accuracy and vocabulary in the classroom.

The Deaf teaching assistants do not have any formal teaching-assistant qualification and their highest qualifications are NQF Level Three and Five each. The Deaf teaching assistant in Grade One attended SASL linguistic courses for his NQF certificates. The course did not include SASL teaching methodologies, which the SASL Curriculum Management Team recommended for all the SASL teaching assistants. The Grade Nine Deaf teaching assistant is incorrectly placed as a SASL teaching-assistant. He has a qualification in IT, which is not language-specific. I initially thought he was only assisting with the technical aspect of the

assessment, such as video recording and editing. It came to light during the interviews that he sits in the SASL class and assists the teacher with modelling SASL activities as required.

4.2.3 School C

The school was established by the Department of Education in 1985. The school is situated in a lower middle class in Gauteng. It is an LSEN educational institution, which caters for deaf, hard of hearing, blind and others learners with physical disabilities. There is a separate section for Deaf and hard of hearing learners, where the medium of teaching is South African Sign Language. Traditionally, the school catered for black learners. Although the admission is open to all races, all learners are black. In 2016, the school had an enrolment of 486 learners, of which 125 were Deaf and hard of hearing. The teachers' head count for the whole school stood at thirty-nine. The school offers Grades Eight to 12, and for this reason, only one SASL teacher and one teaching assistant were interviewed for this research study. It is the only educational institution for LSEN with the highest number of Deaf learners at secondary school level. Deaf learners come from its feeder schools in five provinces, namely; Gauteng, Limpopo, North West, Mpumalanga and Free State. There is also a number of learners with disabilities from neighbouring states, such as Botswana, Zimbabwe, Lesotho and Swaziland. The school implemented SASL CAPS in Grade Nine in 2015, as this was the requirement from the Department of Basic Education. School C produces a high number of Grade 12 Deaf learners, as it is the only secondary school for the deaf in Gauteng. School C is the one school without a foundation phase out of the seven schools for the deaf in Gauteng. Deaf children from schools for the deaf in Gauteng, that don't have Grade 12 go to School C to complete their secondary schooling.. The participants that were interviewed at School C are Catherine and Charles.

Catherine

Catherine is a 36 year-old hard-of-hearing female teacher. She started learning SASL at the age of 12, when she became deaf. She holds a B.Ed honours, Higher Diploma in Education, and ABET teaching certificates. Catherine is a hard-of-hearing woman. She lost her hearing at the age of twelve, and started to learn a signed language at the hospital where she spent some time. She did not attend a school for the Deaf (Catherine, personal communication, September 2016) where she could have mixed with other users of SASL, but a mainstream

school, thus her Level 2 competency in SASL. Her highest academic qualification is B.Ed honours specialisation in Inclusive Education. At the time of the my research study, Catherine was doing M.Ed research at the University of Pretoria. She has been teaching SASL language subject to Grade Nine classes since the beginning of 2016. As the only qualified Deaf teacher at the school at the time, Catherine was allocated to teach SASL subject by the principal. Catherine cites passion for SASL as her motivation for teaching SASL subject to Deaf learners.

Charles

Participant Charles is a male Deaf teaching assistant aged thirty-six. He has Grade 12 and a certificate in social auxiliary work. He does not have any specific training in SASL teaching and learning. He was appointed to the teaching-assistant post because of his fluency in SASL. He learned SASL from other Deaf people. His motivation for teaching SASL is the pleasure derived from interacting with Deaf learners in SASL, a language in which they access easily. I put him on Level Five competency scale. Although he is employed as a teaching assistant, he teaches SASL subject in Grade Nine on his own, while the SASL teacher who is supposed to work with him is teaching another SASL class.

Table 4.4: A profile of SASL teachers and teaching-assistants at School C

	Gender	**Age**	**Hearing status**	**Position**	**Highest qualification**	**Grade**	**Age learnt SASL**	**SASL Competence level**
School C								
Catherine	Female	36	HoH	Teacher	B.Ed Hons	9	12	L2
Charles	Male	35	Deaf	Assistant	Grade 12	9	10	L5

The table above provides data about the participants who represented School C. It must be noted that this school is a secondary school, starting from Grade Eight and ending with Grade 12. Thus, only one SASL teacher and one teaching assistant were interviewed for this research study. The SASL teacher is hard of hearing and communicates mostly through speech and lip-reading. At the time of the interview, she was writing an M.Ed research proposal, making her the highest qualified of the 13 teachers interviewed. The fact that she has not accepted her identity as a Deaf person and only came to a SASL medium school after graduating as a teacher, apparently contributed to her low level of proficiency in SASL. I was

surprised that she even gave the teaching-assistant full responsibility of teaching Grade Nine SASL. She did not care what the deaf teaching assistant did in the SASL class. The reason for this might be that the Deaf teaching assistant is at a higher level of SASL competency, and was often obliged to correct her in the first few classes they taught together.

The teaching-assistant is a 35 year-old Deaf man. He is a post-lingual Deaf, that is, he became Deaf after acquiring a spoken language. He is fluent in SASL due to his interaction with the Deaf community. He began to learn SASL at the age of 10 years. This participant obtained Grade 12 at the school in which he worked at the time of the interview. He mostly taught SASL classes on his own, with almost no guidance from the qualified teacher, as mentioned earlier. At the time of the interview, this teaching assistant was participating in a 10-month Deaf teaching assistant training workshop, and hopefully this will make him a better SASL teacher despite being employed in the position of teaching-assistant.

4.2.4. School D

This school was founded by a certain family in Lenasia in 1980. It is situated in a middle class area in Gauteng. The school caters for Deaf, Hard of Hearing, as well as mild-moderately mentally challenged learners. Traditionally, the school catered for Indian and coloured deaf learners but the demographic of learners has gradually changed to include black learners. The school offers pre Grades R-9. According to the GDE (2016), the school had an enrolment of 291 deaf learners and 35 teachers in 2015. It provides the full GDE curriculum to the Deaf learners, and a skills curriculum for the learners who are experiencing moderate to severe learning barriers. Learners from all areas in the South attend this school. The school caters for areas such as Vlakfontein, Orange Farm, Lenasia, Kliptown, Eldorado Park, Ennerdale, Lawley, and Soweto. The school well-resourced but does not have boarding facilities. The school implemented SASL CAPS in the Foundation phase and Grade Nine in 2015 as required by the Department of Basic Education. Two SASL teachers (one Deaf and one hearing) and two Deaf teaching assistants were interviewed for this research study. The participants that were interviewed at School D are Dafiyah, Danielle, Dabula and Dladla.

Dafiyah

The participant is a hard of hearing female aged 40 years. She learned SASL when she was enrolled at a school for the Deaf at the age of 18 years. She obtained a Diploma in Education on primary school teaching from the now defunct Springfield College. She has an Advanced Certificate in Education and a B.Ed honours degree with specialisation in Deaf Education from Wits. The participant is currently studying PGCE specialisation in SASL at Wits School of Education. She received training in SASL at SLED and the Wits Language School, where she obtained a Level Three certificate. She has been teaching SASL first language subject in Grade One since the language became an approved school subject in 2015.

Danielle

The participant is a 42 year-old Deaf female teaching assistant. She was born deaf, acquired SASL at a school for the deaf when she was six years old. She is a teaching assistant in Grade 1. She has a national senior certificate from the Department of Education. She is currently studying the PGCE module at the University of the Witwatersrand. The participant has been a teaching assistant since 2015, when the SASL curriculum was introduced in schools for the deaf. She applied for the position of teaching-assistant and was successful because of her past experience as a SASL tutor for hearing people who were learning SASL. She is motivated to assist the teacher in teaching SASL, because she has knowledge of the language, its use and structure.

Dabula

The participant is a 25-year-old hearing female Grade Nine teacher. She learnt SASL when she was 19 years of age at the Wits School of Language Literature and Media Studies. She has a BA specialisation in SASL and Psychology. The participant attended the GDE SASL CAPS training in 2015 and 2016. She is currently studying PGCE module in SASL at Wits University. Despite the fact that she started learning SASL recently at the age of 19, her fluency level is good, at NQF Level Four. She started teaching SASL subject in 2016. At the time of research, she has been teaching for nine months. She was appointed to teach SASL subject by the principal because of the SASL learning she has from Wits University. She is motivated by the expressive nature of SASL

Dladla

The participant is a Deaf male teaching assistant aged twenty-eight. He acquired SASL when he started school at the age of 6 years. He has Grade 12 certificate from the Department of Education and NQF Level 5 certificate in SASL from Wits Language School. He attended the DGE organised training on SASL CAPS for one week in 2015, and one week in 2016. The participant has been teaching SASL in the senior phase since the introduction of the SASL curriculum in 2015. He got the work by applying for the position. His motivation is the joy of interacting with deaf learners in SASL.

Table 4.5: A profile of SASL teachers and teaching assistants at School D

	Gender	**Age**	**Hearing status**	**Position**	**Highest qualification**	**Grade**	**Age learnt SASL**	**SASL Competence level**
School D								
Dafiyah	Female	40	HoH	Teacher	ACE	1	18	L5
Danielle	Female	42	Deaf	Assistant	NSC	1	6	L5
Dabula	Female	25	Hearing	Teacher	PGCE	9	19	L3
Dladla	Male	28	Deaf	Assistant	NSC	9	6	L5

Table 4.5 provides data about the four research participants from School D. The sample comprised of three women and one man. The ages of the participants range from 25 to 40 years of age. There are two deaf, one hard of hearing (HoH) and one hearing persons in the sample. Each class, Grade One and Grade Nine, is led by a SASL teacher and a teaching assistant. Of the two SASL teachers, one is hard of hearing, and the other is hearing. The HoH SASL teacher teaches Grade One and the hearing teacher teaches Grade Nine. The highest academic qualification of the HoH SASL teacher is the ACE. The hearing SASL teacher has a PGCE as her highest qualification. The teaching assistants are least qualified academically. They have NSC as their highest academic qualifications. The SASL teacher started to learn SASL at the ages of 18 and 19 years old. Both teaching assistants acquired SASL at the age of six years. The Deaf and HoH participants are fluent in SASL. They are on Level Five SASL competency level, based on the Gallaudet University Competency Scale. The SASL competency of the hearing teacher is on Level 3 of the Gallaudet Scale.

4.2.5 School E

School E was founded by a Deaf Catholic priest, Fr. Cyril Axelrod in 1978 as unit within an ordinary Catholic school. The unit moved to its current premises in Dobsonville in 1980. The school is situated in a lower middle class area in Gauteng. It is an LSEN primary school, and follows the career education programme prescribed by the Department of Basic Education. Traditionally, the school catered for black deaf and hard of hearing learners. Although it has been open to all races since the collapse of the segregated education system in 1995, all learners are black. It is an economically disadvantaged school where teaching resources are not available. The school does not have boarding facilities. In 2016 the school had a learner population of 291 deaf learners who attended classes from Grade R to Grade 12. There are 32 teachers. It is the only school for the deaf in the western area of Johannesburg. Deaf learners at the school come from a multilingual society, a broad spectrum of the eleven spoken languages in South Africa. The school implemented SASL CAPS in the Foundation Phase and Grade Nine in 2015, as required by the Department of Basic Education. The participants that were interviewed at School E are Ella, Eleanor, Eliza and Earl.

Ella

The participant is a 42-year-old Deaf female SASL Grade 1 teacher. She acquired SASL at the age of nine years when she was first enrolled at a school for the deaf. She obtained a Diploma in Primary Education (DPE) from the Springfield College, which has been merged with Durban University of Technology. She also attended short courses at Wits Language School and SLED, where she received certificates in SASL and SASL teaching. She further attended the training workshop for SASL teachers, which were conducted by the Department of Basic Education prior to the implementation of SASL CAPS in schools for the deaf in 2015. The participant is fluent in SASL (Level Five) because she grew up using it for communication with other Deaf people. She has been teaching SASL subject to Grade One deaf learners since the curriculum was introduced in schools for the Deaf in 2015. She was allocated the subject by the principal.

Elleanor

This Grade One teaching-assistant is a 28 year-old Deaf female. She acquired SASL when she was admitted to a school for the deaf at the age of five. She has a SASL competence

certificate at Level Four from Wits Language School. She also attended the GDE organised workshops on SASL (one week in 2015, and one week in 2016). She was recruited to be a teaching-assistant when the SASL CAPS was being implemented in schools for the deaf in 2015. The participant is motivated to be a teaching assistant, due to her fluency in SASL, as well as a vocational imperative.

Eliza

The SASL teacher is a 50 year-old female. She teaches SASL subject to Grade Nine Deaf learners at School E. She began to learn SASL when she became deaf through illness at the age of forty-seven. She learned SASL when she was transferred from an ordinary public school to School E by the Gauteng Department of Education. She has a Diploma in Secondary Education (DSE) from one of the former teacher training colleges. The participant attended SASL competency training at Wits Language School, where she completed a SASL module. She also attended the SASL teachers and teaching-assistants workshops organised by the Department of Basic Education in preparation of the implantation on SASL CAPS in 2015. She is, at the time of this research study, taking the SASL module on the Postgraduate Certificate in Education (PGCE) programme at Wits University.

Earl

The participant is a 30 year-old male teaching assistant in Grade Nine. He began to learn SASL when he was enrolled at a school for the deaf at the age of 12 years (it is common for deaf children to be admitted to schools at the late age of between seven and twelve years. He has a Certificate of Business Administration (CBA). He applied for the post of teaching assistant and was employed in 2015. The participant attended the SASL CAPS training organised by the Department of Basic Education as part of the implementation plan. His motivation for being a teaching-assistant is his love for supporting the teacher and seeing deaf children developing in SASL.

Table 4.6: A profile of SASL teacher and teaching assistants at School E

	Gender	Age	Hearing status	Position	Highest qualification	Grade	Age learned SASL	SASL competence level
School E								
Ella	Female	42	Deaf	Teacher	DPE	1	9	L5
Elleanor	Female	28	Deaf	Assistant	Grade 10	1	5	L5
Eliza	Female	50	HoH	Teacher	NDSE	9	47	L2
Earl	Male	30	Deaf	Assistant	Grade 10	9	12	L5

Table 4.6 presents data about the four research participants selected from School E. The participants are teachers in Grades One and Nine, which are the focus of this research study. The group consisted of three females and one male aged between 28 and 50 years old. The group of four comprised of mostly Deaf people (three Deaf and one hard of hearing). The other SASL teacher, and two teaching assistants at the School, acquired SASL at the ages of between Nine and 12 years, and are therefore fluent in SASL.

4.2.6 School F

School F was founded by Irish Catholic nuns in 1934. It is situated in an upper middle class in Gauteng. The school was named after a 14th century Dominican preacher, who was renowned for restoring hearing to deaf people. The school has a proud history of educating deaf children for the past 75 years. It currently has 270 pupils ranging in age from 22 months to 20 years of age. Traditionally, the school educated white deaf and hard of hearing learners, but over the last two decades, the demographics have progressively changed, and now 81 % of the learners are black, almost 8% are white, and the remaining 11% are made up of Indian and coloured learners. A few of the learners live close by in areas such as Alexandra, Berea and Randburg, but the vast majority live beyond a 30-km radius of the school. At least 15 of the learners come from other African countries, including the DRC, Gabon, Kenya, and Nigeria. The Adam in the school's demographics reflects an improved awareness and acceptance of the importance of education for Deaf children in all population groups. The school implemented SASL CAPS in the Foundation Phase and Grade Nine in 2015, as required by the Department of Basic Education. The participants that were interviewed at School F are Fadheela, Fabia, Fabiola and Fana.

Fadheela

The participant is a 38-year-old Deaf female Grade One teacher. She learned SASL at the age of five, when she enrolled at a school for the Deaf. She obtained a Diploma in Primary Education from one of the old teacher training colleges, Springfield College. She also obtained an Advanced Certificate in Education specialisation in Deaf education from Wits University. The participant is fluent in SASL. She has been teaching SASL informally before the SASL curriculum was introduced in schools for the Deaf. In 2015, she taught the SASL first language subject in the Foundation Phase, according to the SASL CAPS.

Fabia

The teaching assistant is 38 and helping the teacher in Grade One. She was born deaf and acquired SASL at the age of eight at a school for the deaf. She has a NQF Level Five certificate from SLED. She was invited to apply for the position of teaching-assistant in 2015 when the SASL curriculum was introduced in schools for the Deaf. Her motivation to work as a teaching assistant is that she wanted to help the teachers in teaching Deaf culture to deaf children. She attended the DBE training sessions for SASL CAPS.

Fabiola

The participant is a 28 year-old hearing female teacher. She learned SASL at the age of 18 years of age at Wits University. She has a BA majoring in psychology and SASL from Wits. She also studied a SASL module at the B.Ed honours level at the Wits. The participant has been teaching SASL first language subject in Grade Nine since the introduction of the SASL curriculum in schools for the deaf in 2015. She attended the training sessions organised by the DBE in respect of the SASL CAPS. Her SASL proficiency is Level Three.

Fana

The participant is a 35 year-old female Deaf teaching assistant. She acquired SASL from the age of 12 at a school for the Deaf. She completed Grade 11. She was invited to apply for the position of teaching-assistant for Grade Nine in 2015, when the SASL CAPS was

implemented in schools for the Deaf. She is motivated by the fact that she loves deaf children and enjoyed teaching SASL and Deaf culture.

Table 4.7: A profile of SASL teachers and teaching assistants at School F

	Gender	Age	Hearing status	Position	Highest qualification	Grade	Age learned SASL	SASL competence level
School F								
Fadheela	Female	38	Deaf	Teacher	ACE	1	5 yrs.	L5
Fabia	Female	38	Deaf	Assistant	Grade 11	1	8 yrs.	L5
Fabiola	Female	23	Hearing	Teacher	BA Psychology	9	18 yrs.	L3
Fana	Female	40	Deaf	Assistant	Grade 10	9	12 yrs.	L5

The table above reveals data about a group of research participants selected from School F. The sample consists of three Deaf and one hearing women aged between 23 and forty. They implement SASL CAPS in Grades One and Nine at the school. Each grade is led by a SASL teacher and a teaching assistant. Grades One and Nine are the focus of this research study. The SASL teachers in each class have ACE and BA as their highest academic qualifications. The teaching assistants don't have any recognised qualification (a certificate, diploma or degree). They completed Grades Ten and Eleven. Deaf participants acquired SASL at the ages of between 5 and 12, while the hearing teacher started to learn SASL at the age of eighteen. The Deaf SASL teacher and two teaching assistants are competent in SASL, while the hearing teacher's SASL competency is at the mid-point of the Gallaudet University Competency Scale.

4.2.7 School G

The school was founded by an Institute for Special Education in 1954. It is situated in an upper middle class area in Gauteng. The Institute was a non-government organisation, whose aim was to establish schools for children with disabilities in the North. This school was the first of five schools established and financially supported by the Institute. It previously catered for deaf and hard of hearing learners from the white Afrikaans-speaking community, but from 1995 began to accept deaf and hard of hearing learners from other racial and cultural/ language backgrounds. The school provides specialised education to learners from the age of three years up to Grade 12, with severe hearing disabilities. It caters for the complete education and well-being of about 200 learners with deafness from a diverse cross-

section of personal, social, and economic backgrounds. Learners come from all over the country. In 2015, it had 31 teachers. The school plays a vital role in the community by focusing on the specialised needs of learners with deafness from all walks of life. Some of the school's learners are further disadvantaged by having multiple disabilities. The mission of the school is to ensure the empowerment of the well-adapted, responsible, self-sufficient learners by providing quality education and training with the purpose of optimising deaf learners' potential (personal communication). Apart from learning SASL, reading and writing skills, the deaf learners are also taught to develop formal speech techniques in Afrikaans and English. The school implemented SASL CAPS in the Foundation Phase and Grade Nine in 2015, as required by the Department of Basic Education. The participants that were interviewed from School G are Genevieve, Gabriella, Giselle and Gianna.

Genevieve

The participant is a 42 year-old Deaf female Grade One teacher. She began to learn SASL from her mother, who is also deaf, at the age of four, and at a school for the deaf from the age of 6 six. The participant has an Adult Basic Education Certificate. She also studied the SASL module on the PGCE level at Wits. She possesses NQF Levels Four and Five in SASL from Sign Language Education and Development (SLED) and Wits, respectively. She attended the DBE training workshops on SASL CAPS. She has been teaching SASL subject in Grade One since the introduction of SASL curriculum in schools for the Deaf in 2015. Her motivation to teach SASL is that she comes from a SASL-speaking-family, and her mother and daughter are deaf.

Gabriella

The participant is a 23 year-old Deaf female teaching-assistant to the Grade One SASL teacher. She acquired SASL from the age of four from her family, in particular her Deaf brother. She also learned the language at a school for the deaf from the age of six. Her highest formal qualification is a National Senior Certificate. She has certificates in SASL from SLED. She also attended the DBE training workshops on SASL CAPS. She applied for the position when it was advertised in 2014. She has been a teaching assistant at the school since the introduction of SASL curriculum in schools for the deaf in 2015. Her motivation to teach SASL is her love of the language.

Giselle

This participant is a 35 year-old hearing female teacher of Grade Nine. She acquired SASL as a baby from her parents, who are both Deaf. She has a B.Ed with honours specialisation in Inclusive Education, PGCE in English, B Tech in Horticulture, SASL certification in Interpreting and Translation from the University of South Africa (UNISA) and SASL certificate NQF Five from Wits Language School. She also attended the SASL CAPS training workshop organised by the DBE. The participant was a SASL interpreter in the classroom when she developed a passion for teaching. She went to train as a teacher and taught English at a school for the Deaf, and later SASL was added to her teaching subjects. She has been teaching SASL first language subject in the senior/FET Phase, since the introduction of the SASL curriculum in schools for the deaf in 2015. As a child of deaf adults who grew up using SASL, she is fluent in the language at Level Five. She is allocated a Deaf teaching assistant as it appears to be the norm in all schools no matter the SASL teacher is fluent (Level Five) in SASL or not.

Gianna

This participant is a 34 year-old Deaf female teaching assistant in Grade Nine. She acquired SASL at the school after becoming deaf at the age of eighteen. She has a BA in Linguistics and is in the process of completing a BA with Honours. She also has a certificate in SASL from Wits Language School. She volunteered to be a teaching-assistant when the post became available. She has been a teaching assistant at the school since the introduction of SASL CAPS in schools for the deaf in 2015. Her motivation for being a teaching assistant for SASL is her fluency in the language and the need to share her experience with deaf children.

Table 4.8: A profile of SASL teachers and teaching-assistants at School G

	Gender	**Age**	**Hearing status**	**Position**	**Highest qualification**	**Grade**	**Age learned SASL**	**SASL competence level**
School G							Years	
Genevieve	Female	42	Deaf	Teacher	NSC	1	4	L5
Gabriella	Female	23	Deaf	Assistant	NSC	1	4	L5
Giselle	Female	35	hearing	Teacher	B Ed honours	9	Since birth	L5
Gianna	Female	34	Deaf	Assistant	BA	9	18	L5

Table 4.8 shows data about the research sample from School G. The participants are all females aged between 23 and forty-two. The participants teach SASL language subject in Grades One and Nine, the focus of this research study. In the group, there are three Deaf people and one hearing person. The SASL teacher and the teaching assistant in Grade One are Deaf. The teacher and the teaching assistant in Grade One both acquired SASL from the SASL using family members at the age of four years (Giselle, personal communication, September 2016). Her SASL competency is at Level Five of the Gallaudet University SL Competency Scale. Surprisingly, Genevieve does not have formal teacher qualification, but holds the position of teacher and is allocated a Deaf teaching-assistant. She has a fast experience in SASL teaching, poetry and storytelling. Her stories and poems appear on the SASL CAPS materials in schools for the Deaf throughout the country. This may be the reason why she was given the position of Grade One teacher.

In Grade Nine, the SASL teacher is hearing, and the teaching-assistant is Deaf. The Grade Nine teacher acquired SASL from her Deaf parents as a baby (Giselle, personal communication, September 2016). Giselle is a CODA. The teaching-assistant in Grade Nine learned SASL at the age of 18 after losing her hearing. Due to her constant exposure to SASL as an active member of the Deaf community (Gianna, personal communication, September 2016), her SASL competency was on Level Five at the time of the interview. In relation to academic qualification, one SASL teachers and one teaching-assistant have degrees, while both the SASL teacher and teaching-assistant in Grade One have National Senior Certificates as their highest qualifications.

Summary

In this section, I present a summary of the background information of the 26 participants involved in this research. The information is based on the participants' biographical form, which I asked each participant to fill before the interview (see Appendix A). The participants in the study were drawn from teachers and teaching assistants who are tasked with teaching SASL as a first language in schools for the Deaf (see Table 1). The research study was carried out at all seven schools for Deaf learners in Gauteng Province that teach SASL as a language subject. This makes the research study a complete sample of Gauteng schools for the Deaf. SASL was introduced in Grades One and Nine during 2015, with the National Policy Plan involving each another grade being added in each successive year, until all the

grades are covered. The participants were interviewed between August and September 2016. This time was suitable, because at that stage, the participants as teachers in Grades One and Nine had gained nearly two years' experience teaching SASL as a first language subject. During the study, I interviewed participants who are SASL teachers, and Deaf teaching assistants in each of the schools for the deaf in Gauteng Province. That made it four participants from the seven schools for the Deaf. The seventh school did not have a Grade One because it is a high school which starts from Grade Nine.

It is interesting to note that all SASL teachers in the seven schools, whether fluent in SASL or not, have teaching assistants. This practice of pairing qualified teachers who are fluent in SASL with teaching assistants is contrary to the advice of the SASL Curriculum Team. The team advised the DBE, that where the SASL teacher was fluent in SASL, a teaching assistant was not required. At School C, the SASL teacher is not fluent, yet she is not allocated a teaching assistant, because of the shortage of assistants at her school (Catherine, personal communication, September 2016). The supposed teaching assistant at School C is teaching SASL on his own. Since all the SASL teachers in Grades One and Nine, but one school[39], were allocated teaching assistants the actual number of participants was 13 teachers and 13 teaching assistants. According to Creswell (1998), the size of qualitative studies is usually small, averaging between one and twenty participants. For this reason, a sample of twenty-five participants in this study is sufficient. I acknowledge that the sample in this study is not entirely representative of the 47 schools for the deaf in South Africa, but it nonetheless presents complete coverage of the SASL teachers and Deaf teaching-assistants in Gauteng.

[39] As mentioned early, School C does not have the foundation and intermediate phases on its premises. Thus, two participants were interviewed from this school instead of four participants as at Schools A, B, D, E, F and G which are combined schools.

Table 4.9: A summary profile of all participants in the research study: An overview

	Gender	Age	Hearing status	Position	Highest Academic qualification	Grade taught	Age learned SASL (years)	SASL competence level	Teaching experience (SASL)
School A									
Ann	Female	46	Hearing	Teacher	B.Ed Hons	1	40	L1	1.9 years
Agang	Female	28	Deaf	Assistant	Grade 10	1	10	L4	1.9 years
Adam	Male	44	hearing	Teacher	B.Ed Hons	9	35	L3	1.9 years
Audrey	Female	33	Deaf	Assistant	SASL NQF5	9	7	L5	1.9 years
School B									
Bianca	Female	35	Hearing	Teacher	NDPE	1	14	L3	2 years
Bonga	Male	34	Deaf	Assistant	SASL NQF5	1	Birth	L5	1.9 years
Bheki	Male	31	Deaf	Teacher	B.Ed	9	15	L5	2.9 years
Ben	Male	35	Deaf	Assistant	IT NQF3	9	5	L5	1.9 years
School C									
Catherine	Female	36	HoH	Teacher	B.Ed Hons	9	12	L2	0.9 years
Charles	Male	35	Deaf	Assistant	Grade 12	9	10	L5	1.9 years
School D									
Dafiyah	Female	40	HoH	Teacher	ACE	1	18	L5	2.9 years
Danielle	Female	42	Deaf	Assistant	NSC	1	6	L5	1.8 years
Dabula	Female	25	Hearing	Teacher	PGCE	9	19	L3	0.9 years
Dladla	Male	28	Deaf	Assistant	NSC	9	6	L5	5 years
School E									
Ella	Female	42	Deaf	Teacher	DPE	1	9	L4	1.6 years
Elleanor	Female	28	Deaf	Assistant	Grade 10	1	5	L5	0.9 years
Eliza	Female	50	HoH	Teacher	NDSE	9	47	L2	0.8 years
Earl	Male	30	Deaf	Assistant	Grade 10	9	12	L5	1.9 years
School F									
Fadheela	Female	38	Deaf	Teacher	ACE	1	5	L5	5 years
Fabia	Female	38	Deaf	Assistant	Grade 11	1	8	L5	1.9 years
Fabiola	Female	23	Hearing	Teacher	BA Psych	9	18	L3	2 years
Fana	Female	40	Deaf	Assistant	Grade 10	9	12	L5	4 years
School G									
Genevieve	Female	42	Deaf	Teacher	Grade 12	1	4	L5	2 years
Gabriella	Female	23	Deaf	Assistant	NSC	1	4	L5	2 years
Giselle	Female	35	Hearing	Teacher	B.Ed Hons	9	Birth	L5	2 years
Gianna	Female	34	Deaf	Assistant	BA	9	18	L5	2 years

Table 4.9 presents an overview of the data about all the participants in this research study. The research sample comprised 26 participants (13 SASL teachers and 13 Deaf teaching assistants). The participants were 19 women and seven men, aged between 23 and 50 years. Of the 26 participants, 17 are Deaf, six are hearing, and three are hard-of-hearing people. All the teaching assistants are deaf, and so are four of the SASL teachers. All the classes, that is, Grades One and Nine (the focus of this research study), are led by a SASL teacher and a teaching-assistant. Six teachers are hearing, and three are hard-of-hearing. Of the 13 teachers, 12 have recognised teacher qualifications, one has a non-teaching degree (BA Psychology) and a National Senior Certificate as her highest academic qualification. The Deaf teaching

assistants, though their competency in SASL is superior to the hearing and hard of hearing teachers, don't have any teaching qualification. The lowest academic qualification they have is Grade 10 and the highest is BA. The age of acquisition of SASL among teaching-assistants ranges from birth to 18 years. One hearing teacher started to acquire SASL at birth (her parents and some family members are deaf). The other five hearing teachers began to learn SASL between 14 and 40 years. The level of SASL competence among the six hearing range from Level One to Four. Of the six hearing SASL teachers; two are on SASL Level Four, three on SASL Level Three, and one is on SASL Level One. The two hard of hearing teachers are on SASL Level Two. Teaching experience in SASL ranged from one to five years. However, most had about two years of experience teaching SASL.

The chapter gave a detailed biographical data of the 26 research participants from the seven schools for the Deaf in Gauteng Province. The schools in which the research was conducted are spread evenly throughout and cater for approximately 2000 deaf and hard of hearing children. The schools were established mostly by missionaries, but are now fully managed by the Department of Basic Education. The facilities of the schools ranged between poorly resourced and well-resourced. The participants comprised 13 teachers and 13 Deaf teaching assistants, who were implementing SASL CAPS in schools for the Deaf. The youngest participant is 23 years old, and the oldest is 50 years old. As with the national trend in the teaching profession, the majority (19 out of 26) of SASL teachers are women. The teachers have general professional teacher qualifications such as B.Ed, NDSE, DPE and DPE. They don't have pre-service training in Deaf pedagogy. They learned this while on the job. The lack of pre-service training in deaf pedagogy creates complications in the education of deaf learners. Authentic teaching and learning cannot take place where the teachers and learners cannot clearly understand each other. It can be argued that such a situation, where the teachers and learners are not fluent in the language of learning and teaching, accounts for school ineffectiveness and low academic achievement experience by deaf learners in the country. The teachers are, however, not to be blamed, where the system allowed them into Deaf education without the required expertise. For Deaf learners to pick up what they are taught, teachers need to be well equipped to teach them. The group of teachers and teaching-assistants who were interviewed want to teach SASL to the best of their abilities, they have teaching qualifications, resources, and deaf teaching-assistants that fill their knowledge gaps in SASL. The team-teaching where a qualified teacher is paired with a Deaf teaching-

assistant who is fluent in SASL is a good strategy. The two teachers supplement each other in the SASL teaching.

In summary, the chapter provided a picture of the context of the research study in an attempt to understand and elaborate on factors experienced by SASL teachers and teaching assistants during the implementation of SASL curriculum. The picture shows that not all schools for the Deaf have the capacity to implement the SASL curriculum to the same extent. The capacity to support SASL curriculum implementation includes; the history of the school, the community in which that school is situated, physical resources, human resources such as teachers, teaching assistants, and management. The next chapter presents the themes, subthemes, and categories that emerged from the interviews with SASL teachers and their Deaf teaching assistants.

CHAPTER FIVE

Data presentation: Factors that facilitate the implementation of SASL curriculum

Introduction

This chapter presents the findings from the SASL teachers and Deaf teaching assistants' interviews as they related to the research questions which were composed for my research study. The main section of this chapter presents themes that emerged from these interviews. The research study sought to explore the SASL teachers and Deaf teaching-assistants' experiences of the implementation of SASL CAPS in schools for the Deaf in Gauteng. The participants were allocated pseudonyms to preserve their anonymity and comply with ethical requirements. The purpose of the interviews with 26 SASL teachers and teaching-assistant was to answer the research question namely: what are experiences and perceptions of SASL teachers during the introduction of SASL as a first language subject in schools for the Deaf in Gauteng? Twenty-six participants from seven schools for the Deaf in Gauteng provided data for the analysis. All the participants were directly involved in the teaching of SASL subject in Grade One and Nine from 2015, when SASL CAPS was implemented in schools for the Deaf in South Africa.

The aim of conducting the interviews was to get the perspectives, views and feelings of SASL teachers in order to obtain an insider perspective on the introduction of the language in schools. I am not using the real name of the participants. As explained earlier, I used pseudonyms such 'Ann, Agang & Adam' for the SASL teachers and Deaf teaching-assistants in specific grades in a school throughout this document. The used names might look real, but they are not the real names of the participants. This strategy is used to maintain confidentiality as agreed with participants prior to the interviews. I asked all participants about factors that facilitate the teaching of SASL as a language subject. The participants gave a number of factors, which I grouped according to similarities in content. For example, some of the factors, such as knowledge of subject matter, assessment, curriculum, and teaching methodologies are related to the training. The information collected shows that training in SASL pedagogy or the lack thereof can either facilitate or inhibit the teaching of SASL.

The participants gave a number of factors, which I grouped according to similarities in content. For example, some of the factors, such as knowledge of subject matter, assessment, curriculum and teaching methodologies, are related to the training. The information collected shows that training in SASL pedagogy or the lack thereof can either facilitate or inhibit the teaching of SASL. The table below presents the themes with categories that were explored using the research questions. These are the themes and categories I will examine in the data analysis presentation.

5. Factors that facilitate the teaching of SASL as a subject

The table below presents an overview of the factors that were identified by participants as factors that facilitated the teaching of SASL subject curriculum.

Table 5.1: Facilitating factors for the teaching SASL as a subject

Theme 1	**Categories**	**Sub-categories**
Factors facilitating the teaching of SASL subject ►	5.1 Adequate training and professional development →	5.1.1 Training received from the DBE 5.1.2 Additional professional development 5.1.3 Learning and acquisition of SASL 5.1.4 Lesson preparation
	5.2 Time spent on SASL teaching →	5.2.1 Time spent on teaching 5.2.2 Years spent teaching
	5.3 Institutional support structures →	5.3.1 From the DBE 5.3.2 From the school 5.3.3 Support required
	5.4 Availability of LTSM →	5.4.1 Source of materials 5.4.2 Different types of materials
	5.5. Teacher subject matter knowledge →	5.5.1 Conceptual differences: SASL LOLT and of SASL subject 5.5.2 Grade SASL subject taught
	5.6 Teacher emotions and motivations →	5.6.1 Emotions 5.6.2 Motivations

Table 5.1 provides categories of factors that facilitate the teaching of SASL subject. The aim of conducting the interviews was to get the perspectives, views and feelings of SASL teachers and teaching assistants so as to gain an insider perspective on the introduction of the language in schools for the Deaf. In answer to that aim, what the table shows is that there were many different factors that influenced the perspectives of SASL teachers. Some factors were structural, like the time allocated to SASL teaching, and the availability of Learning and Teaching Support Materials. Other factors were organisational, like the support received from various people inside the educational structures. Yet other factors were personal to the teacher, like their subject matter knowledge as well as their emotions, their motivations for teaching and their attitudes towards SASL.

The themes, subthemes and categories presented in the table guided my interpretation and discussion of the research findings. In the next section, I present, analyse and interpret the collected data based on factors facilitating implementation, factors impeding implementation and the implication of the factors on teachers in relation to their teaching practice.

As explained earlier in the methodology chapter, I used pseudonyms for participants and letters of the alphabets for the schools throughout this thesis. The first letter of a pseudonym allocated to a participant is the same as the letter assigned a school, for example ‘Agang’ is a pseudonym of a participant from School A. This strategy is used to maintain confidentiality as agreed with participants the prior to interviews. I asked all participants factors that facilitate the teaching of SASL as a language subject. The participants gave a number of factors, which I grouped according to similarities in content. For example, some of the factors, such as knowledge of subject matter, assessment, curriculum, and teaching methodologies, are related to the training. The information collected shows that training in SASL pedagogy or the lack of can either facilitate or inhibit the teaching of SASL. The discussion now turns to the training of SASL teachers and teaching-assistants.

5.1. Training and professional development

All SASL teachers and teaching assistant believed that adequate training and professional development are beneficial for the successful teaching on SASL as a new language subject. Training in this research context involves the preparation of in-service teachers and teaching-

assistants for the implementation of SASL CAPS in schools for the Deaf. The training started before and continued throughout the first year of implementation of the SASL curriculum.

5.1.1. Training for teachers and Deaf teaching assistants received from the DBE

I identified training as a factor that facilitates the teaching of SASL subject. In this section, I present this factor based on its sub-categories, namely: training received, content of the training, learning and acquisition of SASL, becoming a SASL teacher, lesson preparation and professional development. According to Bennel (2010), in order to implement a curriculum effectively, teachers require training. This research study reveals that prior to the introduction of SASL CAPS in schools for the Deaf in 2015, the Department of Basic Education, and other training providers such as Wits and SLED conducted training programmes for curriculum implementation. These training programmes were in the form of five-day workshops for SASL teachers and teaching assistants. The training entailed the development of specific skills in SASL learning and teaching. According to the DBE, in order to ensure that schools for the Deaf were ready for the implementation as scheduled, two five-day training sessions for Deaf teaching assistants, Foundation Phase and Grade Nine teachers, who would be teaching SASL as a subject in 2015, took place in July 2014 and a follow-up training session took place in October 2014.

The SASL teachers were asked a question about the factors that facilitate their teaching of SASL subject. Most of the responses included ‘training’ as the essential factor needed for effective teaching and learning of SASL subject. It must be noted that SASL CAPS was being implemented in schools for the Deaf for the first time and the DBE felt obliged to train the teachers who are the implementers of the curriculum. SASL teachers themselves felt unprepared to implement the curriculum without training. For this reason, ‘training’ is emphasised as the most important factor in the implementation of the curriculum. The question I asked all the SASL teachers was: ‘what do you consider to be the essential factors for teaching SASL as a subject?’

And all 26 participants mentioned training in the implementation of SASL curriculum in schools for the Deaf as an essential factor for the successful teaching of SASL subject. Some of the participants’ responses were as follows, where transcriptions in italics indicate English translations:

Bheki: *"Training, I think firstly training on SASL, one needs to go for training because this is a new curriculum and we need to be prepared to implement it, the preparation is through training."* The participant believes that as with any innovation, SASL teachers needed to experience training in the implementation of SASL CAPS. According to the participant, teachers needed to be well prepared to implement it. Another participant from another school confirmed that training in the teaching of SASL subject was essential for successful teaching of Deaf learners. Bheki believes that training teachers on SASL teaching is important because the language is being offered as an official school subject for the first time in schools of the Deaf.

Adam: *"Training, I think training on the CAPS document is essential, it should be followed as is, as teachers should not deviate from what it says, because if we do that, then the Deaf learner cannot learn the SASL skill."* This SASL teacher added that the training in the implementation was essential but needed to be sustainable. Adam felt that training on the CAPS document should not be a once-off exercise, but that there must be follow-up training to supplement what they learned in the first training. Training in SASL teaching methods is a key requirement for SASL teachers because every teacher mentioned training as placing them in a good position to implement CAPS for SASL.

Catherine: *"Training ...and even learning more and enough training. I am definitely sure I will be a perfect SASL teacher. It is basically training. I will see where the difficulties are and I will improve from there"*. Catherine understands training to be a pre-requisite for curriculum implementation. Though she received training before the introduction of SASL subject in schools for the deaf, she is of the view that the earlier training received was inadequate for her to implement the new curriculum effectively. Training is seen by teachers as an important factor in their preparation to teach SASL subject.

Dabula: *"...I thought the training prepared me for the implementation of CAPS..."* Although Dabula thought the training prepared her for the teaching of SASL curriculum, she did not feel very confident with the subject content.

The SASL teachers, as the raw data above shows, indicated that training is essential for the effective implementation of the SASL curriculum. They acknowledged receiving training in the form of workshops before the SASL curriculum implementation process began. This

finding confirms the research findings by other researchers, for example, Mohd-Meerah et al. (2010), who found training to be an essential factor facilitating the introducing of a curriculum. They said that to ensure effective implementation of the curriculum, "teachers need to be well-trained, highly motivated, dedicated and highly competent" Mohd-Meerah et al. (2010. p. 50).

In 2014, SASL teachers and Deaf teaching assistants attended the workshops provided by the Department of Basic Education in order to be trained in the implementation of SASL CAPS in schools for the Deaf. Although the participants' experiences of the training were inconsistent, some found the workshops useful for the successful implementation of SASL CAPS. Their experience of the training programme was inconsistent in terms of the content, yet overall the data reveals that the training content SASL teachers received, however small, helped facilitate the implementation of the SASL curriculum.

As I attended the first SASL CAPS training workshop, I want to point out that between 2014 and 2017, the DBE arranged two training workshops per year (one workshop in Feb and the other in Oct). Each workshop lasted for five days. The trainings were in preparation for the SASL CAPS implementation of the SASL curriculum the following year. The training was arranged per phase, for example, the two workshops in 2014 were for the Foundation Phase and Grade Nine SASL teachers and teaching-assistants, who would be teaching SASL in 2015. Then in 2015 there were workshops for the Intermediate Phase and Grade Ten, in 2016 workshops for the Senior Phase and Grade Eleven and 2017 for Grade Twelve. This means that the Foundation Phase SASL teachers and teaching assistants attended a maximum of the two training workshops conducted by the DBE in 2014. All the schools for the Deaf in Gauteng, except School C, have the Foundation Phase. Grade Nine SASL teachers and Deaf teaching-assistants who are also teaching the FET phase are the only ones who might have attended all the DBE arranged courses on SASL.

Table 5.2: SASL CAPS Workshop schedule offered by the DBE

Date	Duration	Focus group	Purpose
February 2014	1 day	National Deaf stakeholders	Orientation on the SASL CAPS
February 2014	3 days	School Senior Management Team	Orientation session on SASL CAPS
May/June	4 days	SASL teachers and DTA in the FP and Grade 9 who would be teaching SASL in 2015	Introduction on SASL CAPS
October 2014	5 days	SASL teachers and DTA in the FP and Grade Nine who would be teaching SASL in 2015	Continuous training on SASL CAPS
March 2015	4 days	SASL teachers and DTA in the IP and Grade 10 who would be teaching SASL in 2016	Introduction to SASL CAPS
October 2015	5 days	SASL teachers and DTA in the IP and Grade 10 who would be teaching SASL in 2016	Continuous training on SASL CAPS
March 2016	4 days	SASL teachers and DTA in the SP and Grade 11 who would be teaching SASL in 2017	Introduction to SASL CAPS
October 2016	5 days	SASL teachers and DTA in the SP and Grade 11 who would be teaching SASL in 2017	Continuous training on SASL CAPS
March 2017	4 days	SASL teachers and DTA in Grade 12 who would be teaching SASL in 2018	Introduction to SASL CAPS
October 2017	5 days	SASL teachers and DTA in Grade 12 who would be teaching SASL in 2018	Continuous training on SASL CAPS

The table shows that the training of SASL teachers and Deaf teaching assistants (DTA) was conducted progressively according to the phase-in implementation. The training began with the SASL teachers and Deaf teaching assistants in the Foundation Phase (Grades R-3) and

Grade Nine and ended with Grade 12 teachers. According to the DBE (2013) SASL teachers and Deaf teaching assistants in the FP and Grade Nine were trained simultaneously in order to fast track the implementation of the SASL subject curriculum. The table above indicates that the training of the SASL teachers and the DTA were conducted per phase for a maximum of two sessions per year. The teachers' assertion that they attended 9-10 days of SASL CAPS training is therefore correct, because there is no way one teacher could have attended all the 10 training workshops because the workshops were aimed at different people. The training schedule is extremely limited. It does not allow for new teachers, nor teachers who change grades, nor any teacher to repeat the training. I must point out that the training schedule above does not include workshops, arranged by other teacher training providers such as the University of the Witwatersrand, SLED and the Free State University. The next section presents the views of SASL teachers and DTA on 'content of the training' as a factor, which contributed to an effective SASL curriculum implementation.

The SASL teachers cited the content of the training workshops as a factor that facilitated their teaching of SASL subject. To check if the content of the training was related to the SASL CAPS and in any way helped them in the teaching of SASL subject, I asked the participants what kind of training they received, and what the training was about. Some participants confirmed that they attended various workshops facilitated by the Department of Basic Education. Other SASL teachers indicated that they participated in SASL CAPS workshops at Wits and SLED. My research study focused on the training workshops offered to teachers by the DBE, because they were attended by SASL teachers nationally and the DBE is the custodian of the SASL CAPS. With regard to the content of the training offered by the Department of Basic Education, SASL teachers responded as follows:

Adam: *"The first training session was focused on the implementation of the curriculum/policy and the second training was focused on assessment, ja, that's the training I received. I can now teach SASL with some confidence."* Adam attended the two training sessions held in 2015 for SASL teachers and Deaf teaching-assistants to help them in the implementation of the SASL curriculum that year. The number of the training sessions that were offered is consistent with the training workshops SASL teachers indicated in their interviews. Adam did not attend the first orientation workshop for SASL teachers and Deaf teaching assistants organised by the DBE in February 2014, as he regards the second workshop that was held in 2015 as the first.

Genevieve: *"…I studied how to use the correct SASL structure and show learners, eehhm everything about Sign language structure, Deaf culture, and so on…"* Genevieve attended other workshops where they were taught the linguistic structure of SASL, for example how the different kinds of sentences such as the simple sentence, complex sentence, negative sentence, question sentences and rhetorical sentences are signed. The DBE training programme, as participants indicated, did not include any training on the actual processes and procedures of teaching SASL as a first language subject. A training in SASL methodology entails training in SASL grammar not necessarily how to teach other subject matters using SASL. The content of the workshop held in the first half of 2015 focused on the grammatical features of SASL. According to Genevieve, learning the linguistic aspects of SASL, such sentence structures, was useful for her in the teaching of SASL subject.

Bianca: *"I had a two-week training course, it wasn't that detailed, it was just a short course, therefore I wouldn't say that I was appropriately trained. It was just an introductory course for two weeks that was organised by the Department. That was an introduction on how to teach SASL, it wasn't in much detail, really, but I am a different teacher now."* SASL teacher Bianca, acknowledges the value of the content of the training she received, though she feels it did not sufficiently prepare her for the teaching of SASL. The programme of the workshop consisted of an introduction to SASL CAPS. The facilitators explained what the document was about, what it contained and how to use it in teaching SASL subject. Although Bianca felt that the training was limited, she acknowledged the positive effect of the SASL curriculum implementation workshop, though she feels the training was too short.

Eliza: *"I was trained at the workshops how to teach a visual language and that helped me, I learned how to use the appropriate structure of SASL and how to use my sign language skills to transfer knowledge of SASL to children."* Eliza experienced the training programme as useful because after receiving training she was positive and more confident about teaching SASL subject using her SASL skills.

In addition to finding out about the content of the training sessions, I asked each participant whether they thought that they were adequately trained or not, and how they felt after the training was completed. Ten of the thirteen SASL teachers said the training did not adequately prepare them for the teaching of SASL as a subject. The three who said they were happy with the training ended their responses by saying that they needed more training. The

reasons given, however, are diverse across participants. Some of the responses from the participants were: *"Yes, I was trained at Wits as well as at SLED, but mmmm, yes I was trained on different aspects of how to teach SASL as a first language, and what it meant to teach SASL. This is the positive side of the training. But I am not in position to say I am an expert yet, because I still feel I need more in-depth training…"* (Fadheela).

This teacher had the opportunity to attend training at Wits School of Education and SLED, where she was taught the methodologies of teaching SASL. The teacher feels that with the implementation of SASL as a subject, more teaching related specifically to the SASL CAPS would empower her more than the training she already has. Fadheela is strongly of the view that she requires more training in how to teach SASL as a first language subject and how to assess learners' progress. She however acknowledges the positive effect that the SASL training she did receive had on her SASL teaching practice.

Catherine: "*Yes, the training was perfect, that's what I thought… assessment, recording SASL tasks, I thought everything was simple. Then back to school in the classroom, I got stuck, I needed to go back to training but I didn't know where… you see. I am left alone. I am suffering alone. I don't know where to get help. My learners need help. I also need help."* Catherine initially regarded the training she received as 'perfect', because they learned classroom practice such as assessment and recording skills. Yet over time, this was not sufficient and she was unable to apply what she learned at the training in her classroom. She felt left alone, because there was no-one to support her in teaching SASL as a subject. During my interview visit, I observed that the Deaf section of the school did not have enough teaching staff for SASL. Catherine, the SASL teacher and Charles, the teaching assistant were supposed to be in the same classroom, but they were not. Catherine was teaching Grade Nine SASL without a teaching-assistant, even though she was not fluent in SASL. And Charles, teaching assistant, was doing the teaching in another classroom, without being a qualified teacher.

Genevieve: *"… No, I want more training. The disadvantage of the training was that the workshop included teachers from Foundation Phase namely, Grades One and Two. I need to see these grade teachers trained separately. The training was general and did not focus on a specific grade. I was confused as a Grade One teacher because my children come into the class knowing only a few signs compared to children in Grade Nine. The advantage of the*

DBE training workshops was that trainers made me realise that it is a different story to teach SASL language in Grade One and Grade Nine." Genevieve feels that she was confused by the content of the training because the training was general for all teachers from the foundation phase to FET phase. She wants training to be phase, and even grade-specific, because she believes that the language competency of children in the foundation phase is lower than that of learners in the senior phases thus the ways they are taught need to be different.

Adam: *"Honestly, I don't feel I have been adequately trained, because to qualify as an English teacher, I studied for four years, which involved rigorous training on how to teach English. Now, the Department, in implementing this, they just gave us a week's training. Back in class you are confused, who do you ask for help? That's the challenge. That's why I say I don't feel that I have been adequately trained."* Adam compares the preparation he got for his initial training as an English teacher, to the preparation he received for the teaching of SASL. It took him four years to learn how to teach English, but for SASL subject, he had only a week's training. He feels this is unfair on himself as teacher and on the Deaf children to whom he has to teach SASL. During the interviews I observed that not all SASL teachers attended the all the training offered for the implementation of SASL CAPS. Some, like Adam, only attended a week's training; others attended the full two sets of weeks, two weeks in 2014 and two weeks in 2015. That he is confused in the practical teaching of SASL subject and has no-one to consult illustrates a clear need for SASL subject advisors. SASL teachers, like teachers of other languages need the support of subject advisors in the teaching of SASL, particularly as SASL is a new subject and a language in which many teachers are not fluent.

Dabula: *"… no. It was not perfect… firstly, what I learned was a new curriculum for me, but it was not enough for me, because the focus was more on language. Some things were left out, for instance, literature."* This teacher does not think the training was good enough, because it did not meet her expectations of learning to teach SASL beyond grammar. She wanted to learn how to teach SASL literature, poems, and stories to Deaf learners. These were not covered in the training she attended. Her overall impression of the training is that it was incomplete.

The 23 out of 26 SASL teachers and teaching-assistants who commented on the training provided by the DBE acknowledged the importance of the training, yet had reservations in

terms of timing, duration and content. All the participants emphasised 'training' as an important factor that facilitates the successful implementation of the SASL Curriculum. The main concern was that the training was very short and did not cover enough content. Participant 'Agang' puts it succinctly when saying: "they gave us a week's training for SASL, compared to four years of training for English teaching." He felt that one week was not enough to prepare them for teaching a language, SASL. Alongside 'training' as a critical factor in the successive teaching of SASL subject are the ways in which the teacher or teaching assistant learned or acquired SASL.

5.1.2 Additional professional development

Due to the insufficient training in preparation for the implementation of SASL curriculum, some teachers and teaching-assistant sought other ways to empower themselves with the necessary skills need for the teaching of SASL. A SASL teacher is supposed to be fluent in the language as well as be able to apply the appropriate methods of teaching SASL. Some SASL teachers and teaching-assistants found training providers for SASL as a language and how to teach it. They enrolled for short courses at Wits School of Education, SLED, and University of the Free State, in order to earn SASL teaching credentials. This self-study is what I refer to as professional development as SASL teachers and teaching-assistants went beyond the training provided by the DBE and enrolled for SASL courses on their own, and at their own expense. Teachers saw this professional development as critical for the success of teaching SASL subject. They engaged in research for the appropriate methods for teaching SASL, registered for courses with short course service providers, and studied on their own through interactions with signing members of the Deaf community. The teachers were asked what they were doing to improve their teaching of SASL. The responses were as follows:

Bheki: *"I do research. Sometimes we do not know a sign for a written word. I need to do research to find the sign, how it is signed and its meaning. Secondly, if am not satisfied with what I do, I look at what I do, I engage in self-reflection and change the teaching task if necessary. I should not be angry when learners do not understand. I need to look at the my strength and challenges and modify my teaching strategies because I might be the one with a mistake, not necessarily the learners I teach. I must reflect, and compare myself with other teachers, and see how they are teaching, so that I can improve my teaching of SASL."* Bheki believes that empowering himself by conducting research about SASL as a language and the

practices in SASL pedagogy helps him to be a better SASL teacher. There are a variety of approaches to professional development, such as reflective practice as done by Bheki, consultations, conference attendance, observing experienced SASL teachers, improving one's competency in SASL, and taking training opportunities offered by outside organisations.

Catherine: *"...I do research about organisations that offer SASL courses and register for training myself and at my own expense".* Some SASL teachers (see Catherine as an example) indicated that they increase and improve their SASL teaching capabilities through access to the training opportunities at the University of the Witwatersrand, SLED, University of the Free State, and private SASL tutors on their own. They do not rely only on DBE training workshops. Another SASL teacher from a different school had the same idea: *"Like, now I am participating at a training that is offered at Wits. I go there once a week, every Tuesday, and I am learning more on South African Sign Language. It is also an opportunity to interact with other people and through that I believe that I will improve my SASL classroom practice. We need to do more than what the DBE provided"* (Bianca). Other SASL teachers seek out ways to improve their SASL skills by "*watching SLED DVDs, socializing with Deaf people through attending any community activities where there are Deaf people in attendance"* (Dabula).

Interestingly, other teachers and teaching assistants maintained their professional development by consulting other SASL teachers and Deaf people in the neighboring schools for the Deaf. Ann has this to say: *"These are also teachers in Gauteng, some of them are based at schools* [a, b, c] *as well as* [d]. *When I encounter challenges I ask them how they teach those specific topics I struggle with. We call each other on the phone, videophone, SMS or email and advise each other. The other thing I do is to contact SLED, there is a lady at SLED, I forget her name…. Her sign name*[40] *is* [K-handshape moving downward from the chin to the chest]" (Ann).

Eliza: *"…and by also communicating and asking people and if I come across difficult words. I don't just sit back and do nothing about it, I ask for help. If there is something I don't understand, I do ask for help."* The SASL teachers' responses on what they are doing to

[40] One aspect of the Deaf culture is the use of unique and personal 'sign names' as a way to identify someone with or without fully fingerspelling her/his name. The sign names often reflect a person's character, a trait or feature a person has. The name signs may reflect a positive or negative characteristic of a person. Members of the Deaf community devise the name signs for people inside and outside the Deaf community.

improve their teaching of SASL subject show that 'professional development' is a factor that can facilitate the teaching of SASL subject. Through self-development where the SASL teachers attend extra courses, they (teachers) believed that extra courses can improve their SASL teaching skills. Eliza, Bianca, Ann and Catherine stated that they attend courses on their own, research ways of teaching SASL, and ask SASL teachers from other schools for the Deaf for their views on aspect of SASL teaching and learning. SASL teachers and Deaf teaching-assistants can obtain valuable pedagogic knowledge by "sharing knowledge with other teachers" (Bentley and Watts, 1994, p. 181). Having discussed the 'additional professional development' as beneficial to the SASL teachers and teaching-assistants, I turn to the 'learning and acquisition of SASL' as another factor for the successful teaching of SASL subject.

5.1.3 Learning and acquisition of SASL

The SASL teachers and Deaf teaching assistants highlighted the time of the acquisition or learning of SASL as a factor that facilitate the teaching of SASL subject. A look at the hearing status and how the teachers and teaching assistants acquired or learned SASL can help understand why they (the participants) believe the time on which they started to acquire or learn SASL facilitates the teaching of SASL. Of the 13 professionally qualified teachers interviewed, six are hearing, three are hard of hearing and four are deaf. However, the ways all the 13 qualified teachers gained the knowledge of SASL vary from teacher to teacher. The 13 Deaf teaching assistants acquired SASL naturally from their peers in schools for the deaf between birth and 18 years. One Deaf teaching-assistant and one hearing teacher acquired SASL naturally from their Deaf signing parents. The two are children of Deaf adults (CODA). They were exposed to SASL since birth and regard SASL as their first language. Four Deaf participating teachers learned SASL as a second language when they became deaf after 12 years. Data from the participants' interviews showed that teachers and teaching assistants who acquired or learned SASL early in their lives have a positive perspective (Fredrickson, 2006) of SASL as an L1 in schools for the Deaf. The positive perspective of SASL due to early acquisition of the language, opened the teachers and Deaf teaching assistants to teach SASL as L1 to Deaf learners.

When asked how she acquired or learned SASL Giselle said: *"I was born from Deaf parents, I acquired SASL from them, and that's how I grew up and now to teach it is what I enjoy*."

She further asserts that when SASL CAPS was introduced as a school subject in 2015, she determinedly choose to teach the language because she felt confident when signing. Giselle believed that her existing knowledge and experience of the language helped her take positives steps to promote the development of language skills in the classroom. In the next section, the discussion turns to how becoming SASL teacher is a factor facilitating the implementation of SASL subject.

The way in which teachers acquire or learn SASL was mentioned as a factor that enhanced the teaching of SASL language subject. Participants were asked how they became SASL teachers. The responses were grouped into two: responses of teachers who were chosen to teach the subject, and responses of teachers who choose to teach the language subject. Some teachers where chosen:

Dabula: *"I have three years of Sign language, but I didn't think I was going to teach Sign language though, because I am qualified for LO and SS, and I was just appointed and I didn't have a problem."* **Dabula** does not believe she is the right person to teach SASL, because she was only exposed to SASL for three years before she started teaching it. She was chosen to teach SASL subject in Grade Nine yet she accepted the challenge and was now positive about teaching SASL. Other SASL teachers in other schools were also chosen, see Bianca explaining why and how she was chosen to teach SASL subject.

Bianca: *"As I was already employed here, the school then decided on the teachers who are fluent in Sign language, that how I was chosen. I didn't personally offer to teach the language but they just decided that I would be the best person to teach."* As stated in Chapter 4, this participant was exposed to SASL for a continuous period from 14 years of age. She lived in a signing environment, because her mother worked and lived on the school premises. Her competency in SASL was generally high, so she was chosen to teach Grade One SASL and she accepted it with confidence. Other teachers chose to teach SASL:

Giselle: *"Previously, I was a full time SASL interpreter, here at the school. I was interpreting in the language class, that is Afrikaans. As I was doing that, I became more passionate and later I decided that 'no, I don't want to do interpreting. I wanted to be a teacher, bearing in mind that SASL was coming.' I decided to study at UNISA, but they didn't have SASL specifically and I decided that I will study languages and I taught English. Recently in 2015, with the introduction of the subject, I was then appointed to teach SASL. I am a CODA."* As a

child of Deaf adults, this Giselle was exposed to SASL as a child who acquired the language naturally from her signing parents. She is so fluent in the language that she worked at the school as an interpreter. It worth noting that at some schools for the Deaf, such as where this teacher worked, some teachers spoke verbally to their learners. Since a verbally spoken language is not accessible to Deaf learners, SASL interpreters were used. Giselle, sensing the communication challenges between hearing teachers and Deaf learners, embarked on getting a teacher's qualification and eventually chose to teach SASL subject in Grade Nine.

Fadheela: *"Mmmh, I was a Grade Three teacher at the school but then when the new principal was appointed, she felt like, eehhmmm, for this phase; the foundation phase, she needed someone to teach SASL subject from Grade One to Three. I raised my hand. We agreed that instead of me teaching only Grade Three class, I should also teach SASL in Grades One and Two. This is how I got the opportunity to choose teaching SASL subject in the Foundation Phase…"* Participant 'Fadheela' was given an opportunity to contribute to a decision on who would teach SASL in the Foundation Phase (FP). Fadheela was already having a position in the FP as Grade Three teacher. She chose to extend her teaching of SASL to Grades One and Two. The decision to get more teaching indicates her passion for SASL. This facilitates the successful implementation of the SASL CAPS. The next section presents the teachers' lesson preparation as one of the factors that facilitate the teaching of SASL curriculum.

5.1.4 Lesson preparation

A thorough lesson preparation for the teaching of each SASL subject lesson has emerged as one of the key factors that enhance the effective teaching SASL in the classroom. The SASL teachers and Deaf teaching-assistants were asked what factors they considered to be facilitating their teaching of SASL subject. All the SASL teachers cited 'good lesson preparation' as a crucial contributor to effective teaching of SASL. Some of the responses were as follows:

Adam: *"Planning before class. I always prepare with the Deaf teaching-assistant. We sit together and look at the curriculum, discuss and identify what we need. After that, we record the lesson. For example, we take turns, it is either me doing the lesson with her recording or she signs the lesson and I record her. The following day, we show the recorded lesson to*

learners in classroom and I, as teacher, facilitate the discussions that ensue. The Deaf teaching assistant (DTA) gives the input where necessary." It is interesting to note here that the SASL teacher prepares the lesson with his teaching-assistant. This is something other SASL teachers do not do, although the concept of team-work in terms of lesson planning was emphasised strongly at the training workshops. Adam clarified that they record some lessons for themes such as poems and comprehension tests, so as to save time and the energy of signing the same thing repeatedly.

Bheki, who is at a different school from Adam, said: *"What I do as I prepare for class is the 'research' on the topic to be presented. For example, I use the internet to get more information about the topic which I am going to teach and possible challenges that may happen during the lesson. It happens that when I teach, sometimes I see that learners don't understand me, even though I am a Deaf person. So I still go out there and look at how other people are teaching the theme. I learn from them and try to compare what they do and try and improve myself. The other thing is that learners differ; I need to understand that they are different. So when I teach, there will be those who would grasp what you teaching at first time and others will need more time and more examples. Thus, lesson preparation enables effective teaching of SASL in the classroom."* Interestingly, this SASL teacher does research as part of lesson preparation without including the teaching-assistant. As a Deaf SASL teacher, he might be feeling that he does not require the inclusion of the DTA in his lesson. This is understandable, because the DBE (2013) advised schools that where the SASL teacher is deaf, the service of a DTA is not required. I observed that in spite of the DBE's directive, Deaf SASL qualified teachers have teaching-assistants in their SASL classrooms. "*It is fair and equitable that, like my hearing SASL colleagues, I, a Deaf SASL teacher have a DTA to assist me with activities such as recording, modelling and assessment involved in the teaching of SASL"* (Fadheela, personal communication, September 2016). Although the comment from 'Fadheela' is political, more SASL models in the classroom provide Deaf learners with a rich signing environment. A SASL teacher (whether Deaf or hearing) ought to prepare SASL lessons with her/his DTA, as the two can complement one another. The comments from the SASL teachers show that effective lesson preparation assists with the successful teaching of SASL subject. The next section presents the SASL teachers' perspective on time as a factor facilitating the teaching of SASL language subject.

5.2 Time for SASL teaching

The next factor that emerged as facilitating the teaching of SASL is the 'time for SASL teaching.' Time for teaching has two subcategories, namely, having enough time allocated to teach the subject, and the length of teaching experience (practice) in terms of time, for example two or three years of teaching SASL. The table below shows the policy allocation of time for languages in the Foundation Phase and Grade Nine.

Table 5.3: DBE policy - Time allocation for languages: FP and Grade Nine per week

	Home language (hours)	First Additional language (hours)	Total teaching time for languages (hours)
Grade R	10		10
Grade One	5.5	4.5	10
Grade Two	5.5	4.5	10
Grade Three	6	5	11
Grade Nine	5	4	9

DBE, (2013c, pp. 5-6)

The generic time allocation of HL and FAL is six and five hours, respectively. For Deaf learners who study SASL as their HL, the time allocation for the language (SASL) is adjusted based on the Grade, for instance, the teaching time for Grades One and Two is 5.5 hours, and Grade Three is six hours. The adjustment is made because Deaf learners do not engage in writing activities during an SASL class, due to the fact that SASL does not have a written version.

5.2.1 Time spent teaching SASL subject

As I stated earlier, a Home Language is generally allocated six hours in the Foundation Phase per week. However, for Deaf learners in the Foundation Phase, in particular Grade One, SASL which is taken at a Home Language level is allocated 5.5 hours per week. The adjustment, according to the DBE (2013c), is to give the written language more time so as to enable Deaf learners to develop competency in handwriting. SASL does not have a written form. In the Senior Phase including Grade Nine, SASL is allocated five hours per week. At the schools that were visited, one hour on the teacher's timetable equals two periods. Thus, in Grade One, five and half hours per week translates into 11 periods of SASL teaching. In the SP, five hours per week translates into 10 periods of teaching SASL. I am explaining the time allocation because when the SASL teachers and DTA were asked about the hours they spend on teaching SASL, they responded using 'periods' rather than 'hours'. It emerged from the interviews that the majority of SASL teachers and DTA (20) felt that the time allocation for SASL Home Language in Grades One and Nine were enough. However, I found that some teachers mentioned more hours for teaching SASL. The teachers were asked for the number of hours they spend teaching SASL per week. A Grade One SASL teacher responded as follows:

Ann: *"I teach SASL for 22 periods a week as recommended by the SASL CAPS Policy"*. As I stated earlier, the time allocation for the Home Language in Grade Three is six hours or 12 periods per week. Thus, the 22 periods cited by Ann is nearly double the allocated time for SASL Home Language, and nearly the total instructional time for a class in the FP per week. Ann seems to be using up the total time allocated to language teaching for Grade Three. She is using up the Home language and the First Additional Language teaching times. This is one of the teachers who mentioned the need for more hours for SASL teaching. Her reasoning was that she had a big class, and that SASL assessment took longer than expected.

Dafiyah, a Grade One SASL teacher from School D responded that she teaches the recommended six hours (12 periods) per week and the time is fine with her. She commented: *"It is 12 periods for Grades One and this is how they are organised. The time is enough for me to cover the planned theme of the day. We've got four components, for example we have sign observation in one day, the next day it will be visual reading, and third day it is recording and the last day we focus on phonological awareness. There is enough time to*

prepare for teaching" (Dafiyah). Teachers and DTA involved in the teaching of SASL as a subject see the time for teaching SASL as enough to cover their lesson contents scheduled for each day. The Grade One teachers are happy with the allocated time. They have time to plan, revise the teaching programme, discuss the problems, try out new techniques and re-think their teaching practice. As pointed out by the SASL teachers (Dafiyah and Ann), they seem not to require additional time because they time they have is enough and facilitates the teaching of the language.

Ella, a Grade One SASL teacher from School E is teaching one period less than the allocated 11 periods. Ella responded that she teaches *"10 periods and it is okay to teaching plans for the day."* This means five hours of teaching SASL, since a period is 30 minutes in duration. The responses from the Grades One and Nine SASL teachers show that the SASL CAPS time allocation guidelines are being applied flexibly. This flexibility allows teachers to use time according to their needs.

According to the DBE (2013b), for the Foundation Phase, time allocated to HL teaching is determined by the language context of the school. Schools can choose whether to give relatively more or less time to the Home and First Additional Languages depending on the needs of the learners. This flexibility of time was taken advantage of by SASL teachers.

Eliza: "*In a week I teach five hours. Hours of teaching SASL per day depends on the day and in particular the theme for the day. Sometimes I teach one hour a day and the other day 30 minutes. I like this flexibility, because it allows me to determine the depth of the lesson content for a particular day."* Although Eliza expressed her flexibility in teaching, Fadheela stated that she had no flexibility in teaching time.

Fadheela: "*The CAPS curriculum says we need to follow the recommendation with regards to the time table. I drew up that timetable and I showed it to the principal. The principal was not happy with it. She felt that we needed to give English priority, and SASL would then be second in line. I had to rearrange my teaching times. This means that now, for Grade 3, I had to reduce SASL teaching time to five hours per week, the Grade 2 it is two hours as well as Grade 1 it is two hours."* Fadheela's response indicates that there is a competition for the time of teaching SASL HL and English FAL. The principal has used her prerogative to decide the teaching time for the two competing languages, SASL and English. As I

mentioned earlier, the DBE delegated the powers to decide to schools. Each school can make a policy about whether to give relatively more or less time to the HL and FAL depending on the needs of the learners. Only one SASL teacher noted that he followed the CAPS to the letter and it was not related to flexibility or choice.

Adam: *"In one class, Class A, I teach 10 periods and in another class that is class B, I teach 10 as well. How was this decided? It is advised by the CAPS; these numbers are like that from the policy. The policy says we need to teach those numbers of periods and we follow that. I think the policy guidelines for teaching time are helpful."* SASL teachers follow the guidelines for teaching HL as outlined in the CAPS for SASL. For them, the time allocated to SASL subjects is sufficient for teaching. The teachers' responses indicated that they set the time in which they taught SASL. It seemed to me that their plan was to ensure that they and learners have extra time to complete assigned tasks or activities or have additional time to prepare for a task before completing it. Twenty SASL teacher and teaching assistants indicated that they have enough time to teach SASL language subject and the availability of the time made the implementation of the SASL curriculum easier. My conclusion is that the SASL teachers' responses meant that if the time for SASL teaching was not enough, the implementation of the CAPS for SASL would be hindered. The second subcategory of 'time of teaching' is the length of teaching as presented in the next section.

5.2.2 Years spent on teaching SASL subject

The number of years spent on teaching emerged as a factor facilitating the teaching of SASL as a Home Language. The responses of participants indicated that the years of teaching experience facilitated their teaching of SASL subject. Although the SASL Curriculum was formally introduced in schools for the deaf in 2015, the teaching experiences of teachers varied. Their SASL teaching experiences ranged between eight months and five years. Teachers who had experiences of teaching SASL long before the introduction of the formal SASL subject curriculum showed confidence in their teaching of the new curriculum. A participant, Bianca who taught SASL without a recognised curriculum in 2014 showed that her previous experience of teaching the language empowered her for effective SASL CAPS implementation when she said: *"I started in 2014, to be exact, because SASL subject was started to be taught in my school then, yes. At the start, I struggled with teaching SASL subject but now (2015), I can teach the language to my Grade 1 class without worrying about*

what, how to teach" Bianca. The participant's experience of the SASL CAPS is that she is able to implement it, because she has experienced teaching it before.

A participant, Dafiyah from another school for the deaf confirmed that the experience she had helps facilitate the teaching of the new SASL CAPS when she said: *"I've been teaching it for a long time, but with the approved Sign language curriculum I only started in 2015. The experience of teaching the language for years, though without a formal school curriculum, has prepared me for this new SASL curriculum. I have ideas about how to help my learners understand the lesson content when I teach the current SASL CAPS"* Dafiyah.

In contrast, a SASL teacher who at the time of the interviews has not been teaching SASL for long, had a different experience of the SASL CAPS teaching. Her response indicated her experience of previous SASL teaching experience facilitated her teaching of SASL CAPS. She commented: *"I have been teaching SASL subject for eight months now. It is a very short time and I am still exploring the various ways of teaching the language (SASL). I am not there yet"* Eliza. In other words, Eliza would not be still exploring the various ways of helping the Deaf learners to acquire SASL knowledge if she had previously had teaching SASL for years i.e. if she had years of SASL teaching experience.

Factors internal to the teacher such as length of SASL teaching experience and quality of teacher attitude, as well as external factors, such as late admission of learners to school, proved to be some of the key barriers to successful implementation of SASL curriculum in schools for the Deaf. It has emerged that a teacher's lack of experience teaching SASL as a subject impeded the implementation of SASL as a language in the classroom. SASL CAPS was introduced in schools for the Deaf in January 2015, and the interviews were conducted in September 2016, i.e. one and half years after implementation. Yet there was no direct correlation between the time of SASL official implementation and the teachers' experience of teaching the language. The interview data indicated that the SASL teaching experience of teachers ranged from eight months to five years. Of the 26 teachers interviewed, three SASL teachers had been teaching SASL for more than two years, fifteen for two years, and eight for less than two years.

It must be noted that although SASL curriculum was only introduced as an official examinable school subject in 2015, the language was offered informally in some schools for

the deaf since 1994. This accounts for some teachers having more than two years of experience in teaching SASL at the time of the interviews. The interviews were conducted in the second year of the SASL CAPS implementation in schools for the Deaf. Data shows that the experience of teachers who had taught SASL subject prior to the official introduction in 2015, facilitated more effective teaching and learning of the language once it was declared a school subject. These teachers used their experiences effectively during the implementation of SASL CAPS in their schools. Dafiyah confirmed this when she commented: *"I've been teaching it for a long time, but with the approved Sign language curriculum I only started in 2015. The experience of teaching the language for years, though without a formal school curriculum, has prepared me for this new and official SASL curriculum. I have ideas how to help my learners understand the lesson content when I teach the current SASL CAPS. The challenges we have now, such as shortage of resources, inadequate training, complex assessment process, are not new to me. I have navigated them before and it is now easier to do as such*" Dafiyah. The years spent teaching (teaching experience) SASL emerged as one of the factors facilitating the teaching of SASL CAPS. The participants' responses indicate that their past experiences assisted them in teaching SASL. The other category that gained from data as facilitating the teaching of SASL language subject is the 'subject matter knowledge', which I present in the next section.

5.3 Institutional support structures

The interviews revealed that support from other stakeholders in the curriculum implementation is a factor experienced by SASL teachers during the introduction of the SASL curriculum. SASL teachers had experiences of support from their schools. This includes the support teachers received from colleagues including Deaf teaching-assistants, Heads of Department, and principals.

5.3.1 Support from the Department of Basic Education

The Department of Basic Education support proved to be a significant facilitating factor during the teaching of SASL as a language. The DBE, as a key stakeholder in the SASL curriculum implementation, provides support in the form of training, SASL policy documents, and subject advisors. Most SASL teachers who attended the training convened by the DBE pointed out that the training prepared them for their SASL teaching practice. Adam

reported: *"...one of the benefits we got from the DBE is training. The DBE used to invite the SASL schools to attend training on SASL CAPS; we went there and learned that was the only time we got to learn about SASL teaching. These training workshops, although limited, empowered us to approach the implementation of SASL CAPS in a positive way. The training gave us ideas what we had to do and what we do not have to do when teaching SASL."* According to Adam, the DBE training workshops helped facilitate the teaching of SASL subject. The workshops helped the SASL teacher to see the teaching of SASL as a first language positively. The training workshops offered by the DBE were empowering in terms of understanding the SASL CAPS. The DBE arranged training workshop as a form of support. The DBE as the government department under which general education and training are located, has the responsibility of managing the support and monitoring of curriculum implementation for schools for the Deaf. In addition to the support from the DBE, the SASL teachers also experienced support received from their schools.

5.3.2 Support from the school

SASL teachers who received support within the school, had a more positive experience of the implementation of the SASL curriculum than teachers who did not experience any support from their schools. The principal's support of SASL teachers and learners is fundamentally significant to motivation to teach the language. A teaching-assistant remarked: *"When the principal, as the leader of the school, comes into our class during the SASL lesson, greets us in SASL and signs that we are doing a great work, we become more determined to implement the SASL curriculum successfully. In addition, the principal shares with parents the SASL CAPS requirements and expectations"* (Ben). The remark shows that the big impact that a principal's show of support to SASL teachers can have on their teaching practice.

A Grade One SASL teacher lambasted the Department of Education while heaping praise on the school's HoD for support given to her in teaching SASL subject. Dafiyah: *"... the HOD works closely with us to prepare the things but from the Department of Education, we've got no one. The help from the HOD at school boosts our morale when teaching SASL because you feel there is someone we can turn to, to talk when struggling with some aspects of the SASL curriculum teaching."*

Dladla: *"As someone new, I don't know who would lead this, I am new, and I am still waiting to see. But I have the HoD who was teaching this subject last year, I do sometimes ask her."* Participant Dladla acknowledged that the experience with the HOD's assistance was useful and motivated him to do his best in teaching SASL subject. The HOD's offer of support to the SASL teacher is in line with his role and responsibilities. One of the roles and responsibilities of a HoD is to provide leadership in the area of delegated authority by supporting and guiding teachers in their teaching roles. In addition to the HoD for SASL, the principal's assistance and support to the teachers and SASL are critical factors in the successful implementation of the SASL curriculum.

In addition to support from the HoD, teacher support and collaboration proved to be significant contributing factors. A Deaf teaching-assistant indicated that in his school, SASL teachers sometimes arrange workshops within a particular phase, and share lessons on how to teach SASL. According to the DTA, "this helps a lot in teaching the language" (Bonga, personal communication, September, 2015). Adam earlier in this section indicated in his interview that he prepared all his lessons with the teaching assistant as a team. For the SASL teacher to work so closely with the teaching assistant is something to be applauded. The SASL teacher perceived the role of the teaching assistant as that of a team player so he involved the teaching assistant in the preparation of the lesson, the delivery of the lesson the assessment of recipients of the lesson. This level of team work through the joint planning session and joint responsibility for preparation of lessons and LTSM, allowed both the SASL teacher and teaching-assistant to capitalise upon each other strengths.

Another participant, who teaches SASL in Grade One at the same school as Adam, also acknowledged the value of the support of the teaching assistant in her teaching:
Ann: *"…I also use the support of my Deaf teaching assistant, for example, if there is a word/sign I don't understand, I call her to come and help me and improve my teaching from there."* Ann experienced the support of the teaching assistant during the delivery of the SASL lesson. She calls on the support of the teaching assistant when she comes across concepts she cannot convey in SASL. She acknowledged that the support from the teaching assistant helped her improve her teaching. The support from the teaching assistant is experienced by SASL teachers across schools for the deaf.

At another school for the Deaf the SASL teacher Bianca has this to say: *"I work with the Deaf teaching assistant. As he is the L1 speaker of SASL, and I am an L1 user of SASL, he supports me mainly in the signing and dramatization of stories to my grade one learners. This effectively enhances my teaching of the language and helps learners to understand the content of the lesson better*." A Deaf teaching-assistant, Audrey, stated it succinctly when she said: *"The class-teacher and I are role models for our Deaf learners. We support and encourage each other. He knows the ways of teaching and I know SASL. Sometimes we have internal training sessions, where he teaches me how to teach. And I teach him SASL which he teaches the class. In addition, whenever we are successful with a teaching initiative, we convey this to other SASL teachers in our phase, so we share."* This comment confirms that the support the teacher and teaching-assistant give each other is a significant contributing factor in the successful teaching of SASL. Each person contributes a particular skill for the benefit of learners and other teachers.

The experience of SASL teacher, Ann regarding the support of the teaching-assistant was positive, as she was able to "improve my teaching". It is noted that it was one of the SASL implementation requirements that where the teacher was not a first language SASL user, a deaf teaching-assistant be employed to work with the teacher, in a team-teaching scenario. Team-teaching in the SASL curriculum teaching context is, according to the DBE (2013b), a pairing of a SASL teacher (qualified) with a Deaf teaching assistant (unqualified) in a classroom. The teaching-assistant is a fluent and skilful SASL user, who is interested and passionate about teaching SASL. In this arrangement, the teacher is given an opportunity to gain fluency of the use of SASL as a subject. The teaching assistant is given insight into teaching. The SASL teacher at School B also positively experienced the support of the teaching assistants during the SASL lessons, an experience that benefited the learners. In addition to the support they already have as a facilitating factor for the teaching of SASL, teachers and Deaf teaching assistants pointed out the extra support they required.

5.3.3 Support required by SASL teachers and Deaf teaching assistants

The South African Sign Language (SASL) teachers and Deaf teaching assistants interviewed were often critical of the quantity of the support they were receiving. The upshot is that they needed more support. The teachers were asked what other kind of support they wanted in their teaching of SASL subject. They stated requests for more training in SASL teaching

methods, stronger support from school management, guidance in implementing the SASL curriculum, and regular workshops. The overwhelming priority was the provision of accessible SASL subject advisors.

The SASL teachers and Deaf teaching assistants acknowledged the support they got from the DBE, but indicated that they needed more practical and emotional support to successfully implement the SASL curriculum. The experiences of disappointment and despair showed that after the training teachers needed a support structure for the actual implementation of the SASL curriculum. All 13 participants lamented the lack of SASL subject advisors, frequent in-service training for both teachers and teaching assistants, and supportive leadership both at school and at government levels. The participants were asked: 'What can the DBE do to help you meet your teaching goal in reference to SASL subject?' Adam summarised most of the teachers' responses when he said:

"Gauteng requires directors/inspectors who could visit SASL schools, to come find out what our challenges are in the teaching of SASL as a language. The directors can then keep in contact with us by using various communication methods, such as emails. Just to communicate with us about issues and challenges we are faced with. I think that could help us. We also require guidance from the DBE, regarding the advice it has given about SASL subject meetings. We have been advised that as schools we should also sometimes have meetings in our schools to discuss and find ways of dealing with our challenges." The response showed that Adam felt that although the DBE had human resources (directors and inspectors), they left the teachers to battle with the implementation of the SASL curriculum on their own. What the SASL teachers require is guidance and support while they implement SASL CAPS in schools for Deaf learners. With the necessary guidance and support, SASL teacher Adam believes that the implementation of the SASL curriculum can be managed successfully. The SASL teacher feels that they were only advised to work in partnership with other schools, without any guidelines from the DBE as the SASL curriculum developer and monitor.

SASL teacher, Catherine, put it more succinctly with regard to the support required to successfully implement the SASL CAPS when she noted the following. *"I require guidance from the DBE or school. At this time, I feel that I am left alone. I am suffering alone. I don't know where to get help. My learners need help. I also need help. Support and guidance are*

what we need." With the help from the DBE in terms of guidance and support, the SASL teacher, Catherine, believes that the introduction of SASL subject can be a positive experience for her and her learners. She is calling for help from the DBE as she believes that with support, she can implement the SASL curriculum.

SASL teacher, Ann was more able to describe the kind of support she needed. She commented *"We require the DBE support in the form of collaboration. The DBE can have an expert in SASL curriculum to visit, observe and give feedback in SASL classes… by always visiting here and seeing how we are doing at school and how we are teaching the SASL subject. Maybe we are not doing it right, but we don't know. We need someone from the DBE to visit, observe our teaching and give us feedback. The DBE can also help us by organising more training and workshops for us SASL curriculum teachers. That's what we need"* Ann. This SASL teacher's response shows that teachers want the DBE not just to instruct them to implement the SASL curriculum but also to observe the implementation process closely and give guidance and feedback to the SASL teachers. Ann expresses uncertainty about teaching SASL subject. She does not know whether what she is teaching is correct or wrong because there is no feedback mechanism in place. She believes that with feedback from the DBE as the curriculum developer and custodian, teaching SASL subject would be a more positive experience.

In addition to feedback, Ann believes that further training in SASL pedagogy would help teachers in the implementation of the SASL first language curriculum. It is clear from her comments that the training SASL teachers received was insufficient, because she still wanted more training. With appropriate training, Ann felt the challenges faced during the implementation of the curriculum could be overcome. Bianca from School B further wanted the training offered by the DBE to be sustainable. Data from my research study reveal that the DBE offered two one-week trainings per phase prior to the implementation of the SASL curriculum in schools for the Deaf in South Africa.

While the implementation was in process, the DBE continued to support teachers, when possible, by arranged additional training workshops on SASL CAPS. *"Like other recognised school subjects, for SA Sign Language we also had training as well, as support from school. Continuous training is also offered to subjects such as English, Maths and so on. Continuous support as well as regular training, be it monthly or so, is important for SASL subject*

teachers. We received training from the DBE prior to the SASL curriculum implementation in schools for the Deaf although it was not sufficient." Bianca. The SASL teacher Bianca regards the DBE training as good but not enough because it did not fully prepare SASL teachers for the implementation of the SASL curriculum in schools for the deaf. Apparently, as participant Bianca pointed out, teachers of other subjects such as English and Maths have regular training and continuous support. According to Bianca, with regular training and continuous support from the DBE, SASL teachers would be equipped appropriately to teach SASL first language subject. The participant, Bheki from School B, illustrated his expectations of the DBE by comparing the training that hearing people for other language subject get and the training that SASL teachers get. Bheki, a SASL teacher commented: *"Normally, for most hearing people, when they want to become language teachers they will go for training at a University, for example, an English teacher or isiZulu teacher will train for three years. But, for us Deaf people who teach SASL as a language subject, some of us had a one-week training workshop. So that's not enough, but we acknowledge the training we had as it prepared us for the implementation of the SASL curriculum"* Bheki.

Catherine: *"We need ongoing workshops… bursaries to be able to register at training institutions to learn SASL. Because in the first place; for example, myself, I don't have Deaf education. I learned Sign Language my way, and now I am not sure if it is the good way or the wrong way for use in the classroom. If maybe the school can give me a bursary, then I can go and learn Deaf education. This maybe will open my mind and I will understand and have knowledge of how to teach SASL as a first language."* Catherine brought up the need for SASL language teachers to have ongoing workshops and financial support from the DBE in order to be able to register for SASL pedagogy courses. She believes that with good financial support in the form of bursaries, and regular workshops for SASL teachers, they will be in position to implement the SASL CAPS successfully. Catherine and other teachers interviewed are of the opinion that training they received helped facilitate the teaching of SASL as a school subject although they felt that the training should be held more frequently, possibly for three to five days per term. *"Number one is with more training, at least once in a term, three to five-day workshops, because we were only trained two times before, last year once and this year once!"* (Dabula). From these responses, it is obvious that teachers implementing SASL curriculum found the DBE training beneficial for SASL teaching but required support particularly with regard to how they implement the curriculum in their classrooms. The DBE training seemed important for SASL teachers and teaching assistants.

The training was a kind of the support the SASL teachers and teaching assistants found helpful for the implementation of SASL curriculum in schools for the deaf.

Another support that SASL teachers required from the Department was the provision of learning and teaching materials for SASL. The SASL teacher from School D emphasised: *"Number two, is the resources for the school to use in the teaching of SASL subject"* (Dabula). The SASL teachers listed materials they consider to be important for the successful teaching and learning of SASL, which included: SASL policy documents, computers, laptops, iPads, tablets, smart boards, Television sets, video cameras, DVD, memory cards, smartphones and internet access. However, it was evident from the interviews that some schools had and others did not have the necessary resources.

Giselle is of the view that the availability and accessibility of the resources is important for the implementation of SASL CAPS when she said: *"Because SASL is a recently introduced subject in schools, there are very few resources accessible specific to a visual language, SASL. It would help if the Department provides for schools until we are able to create or buy our own. SASL materials such as signed poetry, stories and recorded basic sign vocabulary are not easily available…"* (Giselle).

In addition to the 'support required' the other factor that was found to facilitate the teaching of SASL subject is the availability of the learning and teaching support materials[41] (LTSM) at schools for the Deaf.

5.4 The availability of instructional materials

The SASL teachers indicated that the availability of instructional material facilitated the successful teaching of SASL subject.

The DBE (2014, p.16) listed the LTSM for Grade One in the SASL CAPS as:

For the SASL teacher:

[41] Learning support materials (LSM) here refer to things or objects used to help the learner to learn effectively. In turn, teaching support materials (TSM) are things or objects used to help the teacher to teach effectively. For SASL subject the learning and teaching support materials (LTSM) are listed in the SASL Curriculum, Assessment Policy Statement.

(a) a Curriculum and Assessment Policy Statement document;
(b) a language in Education Policy document;
(c) a language textbook for resource purposes;
(d) SASL Dictionary;
(e) literature genres, e.g. narrative of personal experiences, poetry, folktales and stories with hand form constraints
(f) a variety of media materials: news/ magazines items; and
(g) access to visual aids to be used in the classroom.

For the classroom

a) digital cameras / video recorders / tripods;
b) memory cards / flash drives;
c) TV monitors and DVD players;
d) computers / software for editing; and
e) a range of DVDs to accommodate different reading levels.
f) OPTIONAL: Webcam facilities / broadband internet access / smart-board / tablets

The basic LTSM for SASL are the same in Grades One and Nine, but there are more materials in the latter grade due to the advanced level of understanding and skill. In addition to the basic LTSM, the following are recommended for Grade Nine.

a) multimedia texts for entertainment;
b) multimedia texts for information;
c) transactional and creative texts;
d) reference and informational texts;
e) text for enrichment;
f) deaf television programmes;
g) narrative, descriptive, reflective, argumentative and discursive essays; and
h) sign language dictionaries.

From data analysis, the 'availability of LTSM' included their source, their type and their quality.

In order to understand how the adequacy of LTSM created a favourable condition for the teaching of SASL as a subject, I asked the participants what teaching resources were available for their use and where they got them. Most of the LTSM mentioned by the SASL teachers are the same as those stipulated in the SASL CAPS document. **Genevieve** noted: *"I use the following resources: resources from SLED such as SASL teaching guides. It is very useful when one is not sure where or what to teach. I also use SASL CAPS document from the DBE. Some of the resources prescribed in the SASL CAPS, I don't have, so I create my own. I also have cameras, DVD & books. These are from SLED and others are from De la Bat school in CT. I mostly use those from SLED. They are easy to understand and use and are clear."*

5.4.1 Reliable and accessible sources of instructional materials for SASL

An analysis of the interviews indicated that teachers believe that the accessibility and reliability of the producers of the materials were critical factors in the successful implementation of the SASL curriculum. Teachers commented that producers who were accessible and provided proper functions such as hardware and software for SASL served to provide the support needed for the successful implementation. The SASL teachers were asked where they got their SASL LTSM, and whether the accessibility of these materials helped in anyway during the implementation of SASL as a subject their schools. The responses were recorded as follows:

"Most of the materials we use for teaching SASL were bought from De la Bat School for the Deaf in Worcester, Cape Town in 2015. Other materials such as video recorded SASL stories were purchased from DeafSA. The fact that I was able to source the SASL LTSM easily was important to me when teaching the SASL curriculum." Another teacher from School G replied: *"Because SASL is a recently introduced subject, there are very few materials. Our school buys from SLED which is not far from here. SLED also comes to our school and shows us how to use the materials, this helps a lot. Their materials last"* **(**Dafiyah).

All the SASL teachers and teaching-assistants acknowledged the use of the CAPS for SASL to guide teaching and learning. One of the teachers has this to say**:** *"... I also use the SASL CAPS document from the DBE as a guideline. Some of the materials prescribed in the SASL*

CAPS, I don't have, so I create my own but I appreciate the organisations that make SASL materials available to us. It makes our teaching tasks easier" (Genevieve).

The responses showed that most of the SASL instructional materials used were from SLED and DeafSA. SASL teachers for Schools C and B confirmed: *"…yes SLED and DeafSA. Their resources are aligned well to SASL CAPS"* **(**Catherine). Bianca meanwhile responded: *"From the Department of Education, they do provide us with the books, they buy us this material from SLED, and like I said we also use DBE books, the department's material."*

Adam, a teacher from School A stated that he got the LTSM from the DBE. *"…My LTSM together with the SASL CAPS document were provided by the District/Department of Basic Education. The materials are crucial during the SASL lesson presentation in the classroom"* (Adam).

Although most SASL teachers acknowledged DeafSA as a provider of some LTSM, SLED was cited as a provider of the LTSM most often. Genevieve has this to say: *"I use the following resources: resources from SLED such as a teaching guide. It is very useful when one is not sure where or what to teach. I also use the SASL CAPS document from the DBE. Some of the resources prescribed in the SASL CAPS I don't have, so I create my own, but I appreciate the organisations that make SASL materials available. It makes our teaching task easier. I also have cameras, DVDs & books. These are from SLED and others are from De la Bat school in CT. I mostly use those from SLED. They are easy to understand and use and are clear."*

SASL teachers and teaching assistants mentioned six sources of LTSM for teaching SASL. Participants stated that they sourced their teaching materials from the following six providers:[42] SLED, DBE, DeafSA, University of the Witwatersrand, University of the Free State and the National Institute for the Deaf. The University of the Witwatersrand alongside the University of the Free State are the only two institutions of higher learning in South Africa that offer SASL courses to teachers. Other SASL teachers mentioned De La Bat

[42] The names of the six providers are ordered according to how often they were cited by SASL teachers and teaching assistants as suppliers of the learning and teaching materials.

School for the Deaf[43] in the Western Cape as the source of their teaching materials. A brief description of each provider of SASL learning and teaching resources is given below.

Sign Language Education and Development (SLED) is a non-government organisation, which was founded in 2001. SLED offers EDTP-SETA accredited SASL short courses comprising Units Standards at National Qualification Framework Levels 4 and 5 to the public and teachers who work in schools for the Deaf in South Africa and neighbouring countries. SLED also produces LTSM, such as signed poems, stories, Sign language dictionaries, and other signed literature (see the SLED SASL CAPS Kits pamphlet, appendix J. The organisation often offers its SASL courses within schools for the Deaf. Courses range from two weeks, to 10 months part-time. For detailed information about SLED (see Appendix L).

The Department of Basic Education (DBE) was cited as a supplier of the learning and teaching materials for SASL. The DBE is a government organisation that is responsible for developing, maintaining and supporting a South African school education system. The DBE deal with all schools from Grade R to 12. For the SASL CAPS implementation in schools for the deaf, the DBE provided each school SASL CAPS documents which detailed the required LTSM each SASL teacher should have. The DBE provides mainly policy documents related to SASL such as SASL CAPS, subject advisors, and core LTSM such as iPads, internet access, and workbooks. The DBE arranges national training workshops for SASL teachers and teaching-assistants from all schools for the Deaf in South Africa whenever necessary. See Table 3. The workshops are mainly one or two weeks in length and occasional. The DBE also provided schools for the deaf with funding to enable the schools to purchase the required learning and teaching support materials for SASL. The DBE has consulted the Deaf Federation of South Africa during the preparation for the implementation of the SASL CAPS (see Appendix M).

The Deaf Federation of South Africa (DeafSA) is the national organisation for Deaf people in South Africa, founded in 1924. One of DeafSA's mandates is to promote the use of SASL, thus the organisation offers short courses to the public on request and sources SASL

[43] The names De La Bat School for the Deaf and the National Institute for the Deaf were used interchangeable by participants because the two organisations are situated on the same premises. De La Bat serves as a special school for deaf and hard of hearing learners while the National Institute for the Deaf serves as a non-profit company that provides occupational training to deaf and hard of hearing people. The institute also produces resources for teaching SASL.

materials to sell to its members, schools for the Deaf and organisations that teach SASL. DeafSA has produced literacy videos on signed poems, stories on DVD, sign and fingerspelling charts (see Appendix N).

The University of the Witwatersrand (Wits) has three departments that offer courses and resources related to SASL for teachers and the general public. Although the three Wits departments focus on empowering SASL teachers and teaching assistants with knowledge and skills to create their learning and teaching support materials that meet classroom context, poems, signed stories, fingerspelling charts are available for schools and individuals.

- Attached to the Wits School of Education is the Centre for Deaf Studies (CFDS), which was established in 1998. The CFDS offers SASL degree courses, short courses, and produces materials for its students. It teaches courses within the B.Ed curriculum (three years of SASL learning, full time), the B.Ed honours (1 year of SASL learning, part-time), the Post Graduate Certificate in Education (1 year of SASL learning either fulltime or part-time) and the B Ed honours. Students in these courses are mainly training to become teachers or are in-service teachers. The CFDS produced narrative literacy videos (see appendix O).

- The School of Languages, Literature and Media Studies offers SASL courses within the general Bachelor of Arts degree (three years, full time), the B.Ed honours and Masters level. The Department was established in 2000 to accommodate the number of students wanting to learn and conduct studies on SASL. The course is open for any students interested.

- The Wits Language School (WLS) was established in 1997. WLS offers non-degree SASL courses (10 months, part-time) for individuals, general public, government departments and the corporate, that is, people wanting to gain competence in communicating through SASL.

The other South African University that offers SASL courses (three years, fulltime) and produces LTSM is the University of the Free State (UFS). The UFS has a SASL and Deaf Studies Department which was established in 1999. In 2007 the Department developed a

multi-media grammar book based on SASL Unit Standards from the South African Qualification Authority (SAQA). The book guides SASL learners to practise sign vocabulary related to specific topics such as family, food, and animals.

The National Institute for the Deaf (NID) is a non-governmental organisation based at De la Bat school for Deaf children in the Western Cape, founded in 1881. The organisation has produced a series of SASL course materials such as signed texts, DVDs in SASL and various posters of SASL vocabulary. NID offers various SETA accredited short courses including SASL. The courses are tailored to meet the needs of the learners and range in duration from two weeks to 12 months.

Data reveals that most of the SASL teaching materials used in the schools for the Deaf in Gauteng are from Sign Language Education and Development (SLED). At least one teacher from each of the seven schools visited, has LTSM from SLED. In addition to sourcing learning and teaching materials from the mentioned institutions, some teachers asserted that they developed their own SASL teaching materials on the areas they were not happy with from other sources. A SASL teacher confirmed when she commented: *"…SLED also shows us how to use the materials, this helps a lot, but there are some areas where I am choosing to develop my own material. I use internet, I use BSL for poetry and I adapt, sign my own stories, yah I do my own…"* (Giselle). The participant continued: *"… I developed this* [a set of signed videos on DVD] *for teaching SASL poetry, yes the importance here is to focus on signing but, but you need to write some things to keep as evidence. That's why I did these* [lesson activities]. *So learners are making resources for their own studies because they will watch DVDs, but when they get home they don't have access to all this technology, your laptops, DVDs and so on, they don't have that, so how do they study for the following day? That's why I developed my own resources that I package for them. These are things they need to remember and I include a collection of pictures…"*

The SASL teachers interviewed indicated that they procured their LTSM from the above mentioned institutions. University of the Witwatersrand, DeafSA, and SLED are cited as the main sources of SASL LTSM by SASL teachers interviewed, probably because of their close proximity to schools for the Deaf in Gauteng Province. The availability and accessibility of the LTSM due to the close proximity of source helped facilitate the teaching of SASL subject because the SASL teachers know where to quickly get the teaching materials for SASL.

There are other sources of SASL LTSM, such as Tshwane Deaf Association, National Institute for the Deaf, and privately produced materials. The participants in this research study, however, chose to source the SASL materials from Wits, SLED, NID, DBE and UFS. The availability of SASL relevant technology, such as the iPad and Apple laptops, also adds to successful implementation of curriculum. According to SASL teachers, the LSTM that can be connected to Wi-Fi make the teaching of a visual and spatial language such as SASL more fun. The teachers were able to access signed literature on the internet, thus increasing their options related to the required LTSM. Most participants stated that for the teaching of SASL, they used the following technology: Smartboards, iPads, laptops, DVD and digital video cameras. As Dafiyah noted: *"Okay, this is interesting, because I like technology* […] *I am always learning a lot from it. Because we have a smart board, video cameras, TV, DVDs, VRC's I use all of that as well as books. What I like about these is that it easily connects to the Internet as well when teaching SASL to show or retrieve. They make teaching SASL easy and enjoyable."* An analysis of this response confirms that the availability of appropriate SASL resources facilitated the successful teaching of the language. This shows that SASL curriculum implementation depends on the type of resources and there is a need for the DBE to provide more SASL appropriate resources to the schools.

5.4.2 Different types of SASL instructional materials

There are many teaching materials available these days. The types of the materials are audio, such as radio and type recorders, visual such as pictures and whiteboards, and audio-visual such as iPads, and digital video cameras. Since Sign languages use the sense of vision, the materials used during Sign language teaching and learning are the visual and the audio-visual type. When asked what type of materials they use most in the teaching of SASL, teachers and teaching assistants responded as follows: *"I've got a lot of pictures, dolls of different kinds, one laptop and a set of DVDs as well, to use in my SASL class to help. That's what I use to help my learners increase their signing vocabulary more effectively"* (Fadheela). This Grade One teacher uses the materials appropriate to the children she teaches as they (materials) include mostly pictures and dolls.

The Grade One teacher's colleague added: *"In my SASL class I use materials such as DVDs, a laptop for assessment, smart boards, five digital cameras, an ASL book for references, there is also a functional recording studio. These make the class live and active"* (Fabiola).

This Grade Nine teacher, unlike her Grade One colleague, uses mostly audio-visual materials that are suitable for the grade she teaches. For her, the audio-visual materials she selected help increase the participation of learners in the SASL teaching and learning process.

As the teachers mentioned, reputable source (provider), technological (type) and quality of the LTSM are critical factors in the successful implementation of SASL CAPS in schools for the Deaf. The close proximity between the schools for the deaf in Gauteng and the institutions that source materials such as Wits and SLED influenced SASL teachers' choices and use of materials in the SASL classroom. Wits and SLED are situated in Johannesburg and easily accessible to the seven schools for the Deaf in Gauteng.

The SASL teachers mentioned a range of materials, such as books, posters, artefacts, and electronic media. The overwhelming priority was technological materials, because of their ability to show motion pictures. Teachers cited the use of technology as a factor that motivates learners to learn and foster their engagement with the SASL teaching/learning process. About the use of technology, a teacher commented: "*These Deaf children like using technology. So using it in teaching SASL is a very good step towards the twenty-first century*" (Fabiola). When asked what kind of materials they use in the teaching of SASL, most teachers mentioned technology. Earl said: *"I have a several resources to use such as a laptop, TV monitor, cameras as well as learners' phones, which they use to record themselves"* (Earl). Ella a Grade 1 teacher added: *"I use most of the resources listed in the SASL CAPS from the DBE; the document guides us in selecting or creating materials which are appropriate to a specific theme you plan to teach in the SASL classroom."*

Data thus show that the DBE provided SASL teachers with policy documents such as SASL CAPS, Language in Education Policy, assessment rubrics and exam exemplars, which served as guides for what to teach and how to go about teaching particular themes. When the SASL teachers and teaching-assistants talked about resources, they mentioned mostly electronic devices such as laptops, iPads and video cameras, although books, posters, and alphabet or sign cards are also resources. Their focus is on electronic devices that provide moving pictures, rather than on static pictures as in books. Digital devices such as smartphones and iPads make communication and information more accessible than books because they use moving pictures. Bianca, a Grade 1 teacher commented: *"We have a smart board, secondly a laptop, thirdly a video camera as well as the DVD. I let the learners watch the DVD and*

after that I ask them questions related to the signed text they just watched, that's it. This (interaction with learners) makes teaching SASL subject easier, particularly for us who regard SASL as our third or fourth language." This SASL teacher in School B feels that the advance of technology in the form of smart boards and laptops make teaching SASL easier. Another teacher from another school confirms the usefulness of technology in the teaching of SASL when she says: *"mmmh yes, we previously used the DVD but we no longer use them anymore because we now have smart boards"* (Fadheela) and Giselle, a Grade nine teacher added: *"...we use an editing programme. So we buy all these resources and all sign language teachers do have their own resources, they have the technology… I don't use any other resources that don't fit in with Grade Nine SASL learners."*

With regards to data collected from SASL teachers on teaching resources, it appears that having several LTSM, such as an iPad, laptop, smart boards, smart cell phones, internet, digital video cameras, DVD and SASL CAPS documents contribute to the successful teaching and learning of SASL subject. Many of these LTSM are cited by the participants as useful in their teaching of SASL and convenient to carry wherever the learning and teaching activity is happening. Other types of LTSM, such as desktops, are less mentioned by the SASL teachers, because they are not easy to use and move around in the classroom. Laptops and iPads are favoured over cell phones, because the latter have very small screens.

Apart from the type of the LTSM, the quality of the materials also emerged as one of the factors facilitating the successful teaching of SASL subject. The analysis of data collected from teachers in relation to the LTSM shows that materials were considered to be of quality if they were useful in the enhancement of the quality of teaching, were context specific, helped realise the teacher's identified goals, and were adaptable to the understanding and level of the class. Genevieve, a Deaf Grade One teacher commented: *"I use the following resources: materials from SLED such as a teaching guide and literacy videos. It is very useful when one is not sure where or what to teach. I also use SASL CAPS document from the DBE because it is SASL specific. Some of the materials prescribed in the SASL CAPS, I don't have, so I create my own, but I appreciate the organisations that make quality SASL materials available. It makes our teaching task easier, and the materials can be used repeatedly. I also have high quality cameras, DVD and books. The DVDs and books are from SLED and others are from NID or De Bat school in CT. I mostly use those from SLED. They are easier to understand and use and are clearer."* This Grade One SASL teacher points out

that some materials are easy to understand. She states that her materials are of good quality and can be used repeatedly without becoming damaged. On the quality of the materials she used in the teaching of SASL, Genevieve responded: *"In addition to the SASL CAPS as a guide, I also use good quality cameras such as the Sony brand, the type that can record in different locations, in the light and in the dark, the type that can be used often without breaking up, DVDs that show clearly & books*."

Although digital technology is favoured, cards with pictures of signs on one side and written words on the other side are also indicated as being used in the teaching of SASL. This (the use of two languages, SASL and English) fits well with the bilingual method used in Deaf education contexts.

The information collected from the participants show that the availability and effective use of the LTSM can facilitate the teaching of SASL as a language subject. The schools visited are differently resourced, something I found difficult to understand. The DBE was supposed to provide each school introducing SASL subject with a resource pack recommended by the SASL Curriculum Management Team. According to the SASL teachers and teaching-assistants, the schools provided them with resources, thus there are schools with all the required resources and schools that did not have enough resources for teaching SASL. I give some examples from the participants, whom I asked about the learning and teaching materials they use. Eliza commented: "*I use a laptop, TV, video cameras, memory sticks and learners sometimes use their own cellphones to record themselves… Department of Education must give me more resources such as iPads to use to enable me to teach effectively*." This SASL teacher from School E, seems to have resources but she wants more technology such as iPads. Other schools, such as School A, B and C did not seem to have enough laptops, for example Catherine complained about having one laptop for all of her Grade Nine classes. She wanted the learners also to have their laptops to work on. At her school, School C, there are over 50 learners in Grade Nine, so she teaches Grades 9a, 9b and 9c).

In general, the SASL teachers have stated that the availability of the LTSM facilitated the successful teaching of SASL subject. Yet the availability of materials alone does not guarantee that the teaching of the language is successful. Teachers must be able to use the materials effectively in their teaching. Since electronic devices are commonly uses in teaching SASL, a teacher must have the ability to use instructional technology innovatively.

The SASL teachers are of the view that good quality and easy to use materials are important for the implementation of SASL CAPS in schools for the Deaf. A SASL teacher commented: "*Some materials such as video camera and DVDs need to be of good quality. No teacher wants to spend hours assessing recorded tasks which are of poor quality on the screen, due to an old video camera been used. New digital video cameras can record quality motion pictures.*" (Fana). The teacher is commenting about the resources for teaching SASL effectively. In her view, the resources need to be of good quality so as to meet the requirements of SASL. SASL includes movements of the hands, head, eyes, and the body. The resources such as cameras, DVDs must also be able to show clear moving pictures. Having discussed the significance of quality materials in the teaching of SASL, in the next section, I discuss the role of emotions and motivation in facilitating the teaching of SASL.

5.5 Teacher subject matter knowledge

The SASL subject matter knowledge emerged as a critical factor facilitating the successful implementation of the CAPS for SASL in schools. The SASL teacher and Deaf teaching-assistants are expected to help Deaf learners master and gain formal knowledge of the grammar and linguistics of their first language, SASL. Therefore, teachers and Deaf teaching-assistants are linguistic models for SASL. They are expected to demonstrate a comprehensive and well-organised knowledge of SASL as a subject. Subject matter knowledge according to Ball, Thames & Phelps (2013) includes knowledge of the subject, and in this research context the subject is SASL and its structure. The SASL teacher's subject matter knowledge is therefore crucially important for the improvement of teaching and learning of SASL. Teachers need to fully understand SASL as the subject that they teach in order to effectively help Deaf learners successfully learn the language. The SASL teachers were asked about the two concepts, SASL subject and SASL LOLT. The question helped retract the teachers' knowledge of the differences between SASL subject and SASL LoLT.

5.5.1 Conceptual differences between SASL subject and SASL LoLT

Theoretical knowledge of SASL as a language, as opposed to SASL as a language of learning and teaching (LoLT), proved a facilitating factor in teaching the language. The first question to the teachers inquired about their knowledge of the difference between SASL as a subject and SASL as LoLT. Interestingly, SASL teachers and teaching-assistants who answered this

first question correctly, gave reasonable responses to subsequent questions about SASL as a language subject. Teachers who could not tell the difference between the two concepts, namely SASL subject and SASL LoLT, demonstrated poor subject knowledge of SASL in questions that followed. Some of the teachers' responses were as follows.

Bianca: *"Yes the two concepts differ, because for South African Sign Language as a subject we teach the grammar, the structure of the language and that's that, but when using it as a LOLT, that's a way of teaching or you teach through SASL, any subject that you teach you use SASL for example when you teach Maths, and so on, you use SASL to teach any other subjects. In this case, SASL is a medium of instruction."* This teacher gave a clear differentiation between SASL as a subject, and SASL LoLT. She is a hearing person, and acquired SASL from Deaf learners she interacted with from the age of fourteen. She stayed in a hostel at a school for the Deaf, where her mother was an employee. Her understanding of the difference between these subjects can facilitate her teaching of SASL. The other teacher from the same school also gave concise definitions of SASL subject and SASL LoLT.

Bheki: *"SASL as a subject and SASL as LoLT differ in that as a subject the focus is more on SASL grammatical structure in more detail whereas SASL as LoLT you use it for the teaching of other subjects such as Maths, English and ECD for example, whereas as a subject that's when you go in more detail into the subject which is SASL.*" The definitions are clear. The teacher teaches SASL in Grade Nine and SASL is his first language (see summary of profiles on Table 4.8). The knowledge of the definitions can be useful when the teacher plans a SASL subject lesson. He knows what to include or exclude from the lesson plan. His responses about SASL during the interview demonstrated he has an insightful and thoughtful teaching competence.

Dabula: *"South African Sign Language as a language is where we teach basic foundation of the language, whereas LoLT is language for teaching, the medium of teaching in class of deaf children…"* Like the Bianca and Bheki, Dabula gives clear definitions for SASL subject and SASL LoLT. The ability and knowledge to explain the two concepts can help her think of the issues related to each concept when teaching SASL subject.

Hewell (1995) asserts that a Sign language teacher, in addition to high competency in the language, must demonstrate the ability and knowledge of pertinent concepts in Sign language and explain and apply appropriate methods of teaching Sign language. SASL teachers who

correctly differentiated SASL as a subject from SASL LOLT were those who experienced the SASL CAPS implementation more positively. The SASL teachers quoted here are among teachers who expressed happiness about the introduction of SASL CAPS.

The responses above are from teachers who ranked among those who appeared to be teaching the SASL subject effectively in their classrooms. Teachers who gave incomplete or misplaced ideas about the difference between SASL subject and SASL LOLT ranked among teachers who experienced SASL curriculum implementation negatively. Examples of responses from teachers who don't have a clearer understanding of SASL subject or SASL LOLT were:

Ann: *"SASL and LOLT are different in that in SASL you just sign pure Sign Language whereas as LOLT you use English sentences, I think so, maybe*!"(eyes rolling). The teacher is clearly not sure of the definition of SASL as a subject. Her SASL proficiency is the lowest of all teachers interviewed (see Table 21).

It happens that Ann is one of the teachers whose placement to teach SASL subject to Grade One deaf children shocked me. She is entrusted to teach "SASL" as a first language to young deaf children still learning the basics of SASL. I put SASL in inverted commas, because what she teaches is not SASL, but rather, completely meaningless gestures. It ought to go without saying that she cannot teach something she does not know. It is unsurprising that the Deaf teaching-assistant was quoted claiming that she was teaching over 80% of the teaching load and the teacher assumed the role of a teacher-aid. From the responses presented in this section, one can conclude that having good subject matter knowledge facilitates the teaching of SASL as a language. In the next section, the discussion turns to the 'Grade taught' as a contributing factor in the successful teaching of SASL.

5.5.2 Curriculum and pedagogy for the Grade at which SASL subject is taught

The grade taught proved to be one of the factors that facilitated the teaching of SASL subject. SASL teachers in the Foundation Phase (Grade 1) felt less pressure from the SASL CAPS than teachers in Grade Nine. Grade One teachers felt confident with their SASL competencies because they believed that they know SASL better than their learners who

mostly came to school without a language. Reservations about SASL competency was observed mostly from teachers in the Senior Phase (Grade Nine).

Dabula: *"I teach Grades Seven to Nine in the high school. It is a bit challenging, as the classes are more fluent in SASL than me, but unlike me, they are learning the linguistics of SASL officially as a first language for the first time. It would have been better had they learned the proper ways of using it from the preceding grades, let me say from Grade One onwards."* The teacher gives a reflection of her ability to teach SASL to a group of learners (Grade Nine) who have been exposed to the language since Grade One. She is hearing and was only exposed to SASL after completing Grade 12. Hearing SASL teachers in the Foundation Phase seemed less concerned about their proficiency in SASL, because 90% of deaf children from non-signing parents enter the Foundation Phase without a language. So the SASL teachers assumed that it was easier to teach the Grade 1 learners than Grade Nine SASL because Grade Nine learners already know and use the language. The other factor that proved to be facilitating the teaching of SASL is a good support system for the teachers and teaching-assistants.

5.6 Teacher emotions and motivations

A close analysis of data revealed that teacher-related factors such as emotions and motivation about the introduction of SASL CAPS in schools for the Deaf played a critical role in the teachers' determination to implement the SASL curriculum. In this section, I present the emotions and motivation experienced by teachers when SASL curriculum was introduced in schools. The emotions and motivation of teachers have been assigned categories, namely: feelings about SASL, self-belief, desire to make a difference, passion for teaching and desire to be a SASL role model.

5.6.1 Emotions

Teachers who responded to the inquiry about their feelings when the SASL curriculum was introduced can be divided into two groups, viz. the group of teachers who welcomed the introduction of SASL language as a subject with excitement, and the group that feared the introduction of SASL curriculum. The teachers who feared the introduction are not quoted in this section, but under the section that presents factors that inhibit the teaching of SASL. The

first group of SASL teachers' response to the introduction of the SASL curriculum in their schools included expression of emotions such as love, excitement and anticipation.

Ann: *"I love teaching children SL. I am friendly, and I love helping kids develop their language skills. I am supportive, and then I am very patient with children who have problems. This is why I happily welcomed the introduction of SASL CAPS and accepted to be one of the implementers."* The teacher is happy at the opportunity to teach SASL, she 'happily' welcomed the introduction of SASL as a subject in her school. Since she 'loves' children, she accepted to teach them SASL in Grade One. Ironically, the teacher is not fluent in SASL. She is at Level 1 of the proficiency scale, but she is happy to have access to the CAPS for SASL and to use it as a guide in her teaching practice. Research points out that happy teachers are likely to be more effective in their teaching than unhappy teachers.

Bianca: *"I love this (SASL CAPS). I am excited, you can see. My strengths; I have experience in SASL. I grew up among Deaf children. My mother worked here for 20 years, for a long time, so it is easy to relate. I know the Deaf people's experiences of learning SASL, their culture. I know that, so when I come to class, it is easy to relate to them. I understand what their weaknesses are, because I have seen it before and I have learned that. I grew up knowing how they are. Now of course I am in a different role, but I was once young like them. And I have done it before, that's why I like this."* Bianca is one of the hearing teachers whose competency in SASL is on Level 3 or above. She grew up being exposed to SASL at the age of 14 years and SASL is her FAL. She has been teaching SASL without a recognised curriculum. She is now excited that she has an official curriculum (SASL CAPS) to use in teaching SASL.

Another teacher commented: *"Lucas, you know I have been teaching SASL for a long time but without an approved curriculum. When it was announced that CAPS for SASL is to be introduced, I could not wait to have my hands on the document"* (Dafiyah). This teacher has been teaching SASL, but without clear guidelines. She experienced positive emotion when the SASL was officially introduced in schools for the Deaf. She was motivated to do her best in teaching.

All the teaching-assistants and most of the SASL teachers were optimistic about the introduction of SASL as an official school subject. They viewed SASL as the most preferred

and accessible language in which Deaf learners could learn; therefore, it was appropriate for them to study it. Thus, SASL teachers welcomed the implementation of SASL CAPS in schools of the Deaf. They were excited to teach SASL, as they believed SASL should be equal to other official languages, such as English, which are used in the country. Some of the responses from the SASL teachers were, as Ann put it: *"I think SL is a very interesting language. Rather than using voice, you express yourself using hands, face and your body. Teaching the language to young deaf children is exciting. I want to see Deaf learners learning SASL, that's for sure. Again, Deaf learners must be taught and know the difference between the English structure and Sign Language structure, this is what I find exciting. SASL is a language"* (Anne).

SASL teacher's self-believing emerged to be one of the key factors that contributed to the successful application of the SASL language curriculum in the classroom. Data highlighted how the way in which the participants became SASL teachers facilitated the teaching of SASL subject. The findings reflected that self-confidence of an educator in the teaching of SASL subject facilitates the effective implementation of SASL CAPS. There were teachers who believed in themselves, and chose to teach SASL when the DBE declared SASL an official school subject. There were also teachers who were appointed specifically to teach SASL because the SMT and colleagues had confidence in their teaching of the language. There were also teachers who were persuaded to teach the language due to the shortage of staff members who are skilled in SASL teaching.

Adam: *"The school principal went to attend a workshop organised by the Department of Education. At that workshop they were told that they needed to choose teachers in their schools to teach SASL subject. So when she came back, it was then announced to us teachers that the school wanted someone who is committed and passionate about deaf learners and SASL. All the teachers looked at me and said: 'Adam, you can teach SASL in secondary phase, especially because you have a university degree and a high school teaching qualification for teaching English. You have been involved quite a lot in a school for the Deaf. We think you can do it.' I personally believed I can. And now I am teaching SASL."*

5.6.2 Motivations

Like Dafiyah, who expressed her motivation for the introduction of SASL as a subject, SASL teachers from other schools for the Deaf were also motivated to teach the language. The motivations included teacher's attitudes towards the teaching of SASL, such as self-belief, desire to make a difference, passion to teach and the need to be a suitable role model for Deaf learners. Teachers' attitudes toward SASL and its speakers have emerged as one of the main factors facilitating and inhibiting the effective implementation of the SASL curriculum. I asked each participant three questions: first, why did you become an SASL teacher, and second, what is motivating you to teach SASL subject? Third, what strengths do you bring to the SASL teaching? The responses to the three questions helped to shed light on each participant's attitude towards the teaching of SASL as subject. Teachers who were prepared/volunteered to teach SASL and teachers who had no choice but to follow the principal's instruction, had different attitudes towards SASL subject teaching. I give an example:

Bianca: *"I believed I can, when the school showed confidence in me to teach SASL as a language. As I was already employed here, the school decided on the teachers who are fluent in SASL, and I was identified as one of them, that is how I was chosen… they believed that I would be the best person to teach SASL subject and I accepted. I am motivated by the fact that I started signing as a young girl. My mother used to work here as a hostel mother; thus, I spent most of the time with deaf children of my age at the time."*

In addition to believing in themselves as SASL teachers, the desire to make difference in the lives of deaf children helped teachers to successfully teach SASL. Throughout the interviews, the feelings of the desire to improve the lives of deaf children in terms of language development was apparent: "*I enjoy communicating with deaf children as well as the Deaf community in general. I want deaf children to be the best communicators in their language SASL. In this way they will be able to express any idea, thus bettering their lives by connecting with other Deaf people*" (Eliza).

According to Bandura (1986) self-confidence is considered one of the most influential motivators and regulators of behaviour in people's everyday life. Bandura goes on to say that self-confidence is a judgement about capabilities for accomplishment of some goal. Giselle displayed her confidence in teaching SASL subject by confidently saying: *"…I am a Coda*

[child of deaf adults]. *I have a passion for SASL" (Giselle).* With this passion for SASL, the participant can teach SASL subject to her full potential. Research has shown that passionate teachers are committed to continually achieving higher level of performance in their teaching.

The SASL teachers' responses indicated that self-confidence and motivation to teach SASL is fundamental to successful implementation of SASL CAPS. Although some teachers showed some doubts about their own ability for the implementation of SASL as a language subject in schools, most teachers eagerly welcomed the SASL CAPS. The SASL teachers and Deaf teaching assistants who welcomed the SASL curriculum had strong motivations for teaching the language as a subject in their schools. Ann commented that: "*Deaf learners must be taught and know the difference between the English structure and Sign language structure, this is what I find exciting*" (Ann).

The SASL teachers and Deaf teaching assistants shared the desire to be appropriate language role models for deaf children and this desire also influenced their teaching of SASL. The following responses showed it:

"*For deaf SASL learners to have a Deaf person assisting the hearing teacher is important in terms of the provision of appropriate SASL (language) modelling in the classroom. Yes, it is good; my desire to be the best role model for SASL propels me to teach the language to the best of my abilities. Deaf children need to see Deaf role models, the users of SASL as a primary language*" (Gianna, a SASL teacher).

"*I previously received an award for best Sign language at my school, the teachers and principal do know me that I am very good in Sign Language and that why I was appointed here to teach Sign Language. Deaf SASL learners should see the best SASL speakers. I cannot disappoint them, thus I always do my best for the SASL class*" (Fabia, a teaching assistant).

In addition to the wish to be the best role models for SASL, teachers and teaching-assistants shared that their positive attitudes towards SASL led them to implement the SASL curriculum successfully.

Summary: Factors that facilitate the teaching of SASL

As described in this chapter, a number of facilitating factors, such as quality training, sufficient teaching time, solid subject matter knowledge, supportive colleagues, availability of instructional materials, positive emotions and motivations, were found to be important for good quality teaching of SASL. Many SASL teachers and Deaf teaching assistants required training for both the expressive (signing) and receptive (understanding if signs) skills, because SASL was not taught formally before 2015. Deaf children born from non-signing hearing parents acquired SASL mostly from their peers at schools for the Deaf. So, teachers who are tasked with teaching SASL as an official school subject should be exposed to the factors that facilitate successful teaching of the language.

The teaching time for SASL HL is adjusted down from six hours to 5.5 hours, because there are no required handwriting activities in a SASL classroom. For the successful teaching of SASL, teachers and deaf teaching-assistants need to be fluent in SASL and possess a comprehensive and well organised knowledge of the language (SASL), its linguistic structure and teaching methods, Deaf culture and Deaf history. In other words, their subject matter knowledge must be evident. Subject matter knowledge alone, however, is not sufficient. SASL also teachers need a strong network of support from the DBE as well as from the community in which the school is situated. These factors can be complemented by the availability of quality instructional materials and the SASL teacher's motivation to teach successfully.

Having discussed factors that facilitate the teaching of SASL as a language subject in this chapter, in the next chapter I turn the discussion to the opposite factors, that is, factors that inhibit the implementation of SASL curriculum in schools for the Deaf.

CHAPTER SIX

Data presentation: Factors that inhibit the implementation of SASL curriculum

Introduction

The second most prominent theme to emerge from data was that of factors inhibiting the teaching of SASL subject. Most teachers excitedly stated factors that facilitated the successful implementation of the SASL curriculum, but were cautious when they talked about factors hindering the implementation. However, there were some teachers who talked openly about factors that inhibited the implementation of the CAPS for SASL. Within the theme, 'factors inhibiting the teaching of SASL subject,' two categories emerged; 1. Factors which are related to the SASL teachers and Deaf teaching assistants and their work in the classroom. 2. Factors which are related to the world beyond school. From each of the two categories, sub-categories were created to narrow the focus. An overview of the categories and their sub-categories related to the inhibiting factors is presented on Table 6.1. It should be noted that some of the factors such as teaching resources, teacher attitudes, training, time, support and teacher subject matter knowledge can facilitate as well as inhibit the teaching of SASL.

Table 6.1: Inhibiting factors for the teaching of SASL as a subject

Theme 2	Categories	Sub-categories
Factors inhibiting the teaching of SASL subject	6.1 Factors related to SASL teachers and their work in the classroom →	6.1.1 Inadequate teachers' SASL competency 6.1.2 Limited experience of teaching SASL 6.1.3 Diverse characteristics of deaf learners in the same class 6.1.4 Difficulties experienced in collaboration with Deaf teaching assistants 6.1.5 Disagreements with school management 6.1.6 Attitudes of teachers and learners towards SASL as a subject
	6.2 Factors related to the world beyond school →	6.2.1 Lack of parental SASL skills 6.2.2 Shortage of adult SASL role models 6.2.3 Under resourced environment for SASL learning 6.2.4 Insufficient teacher training prior to teaching SASL 6.2.5 Inadequate support from key stakeholders 6.2.6 Inadequacy of the learning and teaching support materials

Table 6.1 shows the theme – factors that inhibit the teaching of SASL subject. There are categories and subcategories that emerged from the theme. In the first column is the theme, in the second column are categories and in the third column are sub-categories. In the following pages, I present the experiences as expressed by SASL teachers and Deaf teaching assistants. Their experiences are major findings that emerged in accordance with the theme, 'factors inhibiting the teaching of SASL subject.' The quotes from the SASL teachers and Deaf teaching assistants are written in italics throughout this thesis. The quotes are presented in this style to differentiate them from my comments.

The SASL teachers and Deaf teaching assistants revealed two types of factors that inhibited the successful teaching of SASL as an L1 subject in schools for the Deaf. First, are factors related to SASL teachers and their work in the classroom, internal factors. Second, are factors

related to the world beyond school, external factors. These two different types of factors internal and external, as experienced by teachers of SASL and Deaf teaching assistants, emerged as pertinent barriers to successful implementation of SASL curriculum in schools for the Deaf. In the following sections, I discuss the two different types of inhibiting factors.

6. 1 Factors related to SASL teachers and their work in the classroom: internal factors

Factors related to SASL teachers, Deaf teaching assistants and their work in the classroom included, inadequate teachers' SASL competency, limited SASL teaching experience of teaching SASL, diverse characteristics of deaf learners in the same class, difficulties experienced in the collaboration with Deaf teaching assistants and the disagreement with the school management. inadequate teachers' SASL competency, limited SASL teaching experience of teaching SASL, diverse characteristics of deaf learners in the same class, difficulties experienced in the collaboration with Deaf teaching assistants and the disagreement with the school management.

6.1.1 Inadequate teachers' SASL competency

The teacher's SASL competency is one of the factors that hindered the successful teaching of SASL as a subject. Most SASL teachers, particularly in Grade Nine, though they had a strong motivation to teach SASL, had doubt about their SASL competency at Grade Nine level. They felt that they were not fluent enough in SASL to teach in Grade Nine to learners who are L1 of SASL. This uncertainty about their SASL competency evidently hindered their teaching of SASL as a subject. Some SASL teachers have acknowledged their shortcomings with regard to SASL competence. A SASL teacher shared his experience as follows:

Adam: "…. *the difficulties I experience when teaching this curriculum are, for example, the complexities of SASL, teaching poetry, the difficult words, or when I teach things like metaphors. One needs to be fluent in SASL to be able to express subject content using the language on top of understanding the methodologies of teaching it. Hearing people and Deaf people use metaphors and understand them differently. As a hearing person and with SASL being my 4th language, some concepts are difficult to express in that language (SASL) and my Grade Nine students often see that because SASL is their primary language which they use all the times.*" This teacher feels that if one's competency in SASL is not good, authentic

teaching and learning cannot happen. Interviews with the SASL teachers revealed that, of the seven Grade Nine teachers, only two are on Level 5 in SASL proficiency.

The table below shows the SASL competency level of the SASL teachers.

Table 6.2: Grade Nine teachers' SASL competence

Teacher	**Hearing status**	**SASL competence level of the teacher**	**School**
Adam	Hearing	L3	A
Bheki	Deaf	L5	B
Catherine	Hard of hearing	L2	C
Dabula	Hearing	L3	D
Eliza	Hard of hearing	L1	E
Fabiola	Hearing	L3	F
Giselle	Hearing	L5	G

The table shows where the teachers of SASL subject are on the Sign language proficiency scale. The teacher with the poorest competency in SASL is on Level One (see the SL proficiency levels on Table 3.2). According to her, she experienced a hearing loss at the age 40 years. Her employer, the DBE, then transferred her to a SASL using school where she began to learn SASL. Studies show that the capacity of learning a new language diminishes as one passes "the zone of proximal development" (Vygotsky, 1962, p. 121). Now, at 47 years old, this SASL teacher is far beyond the zone of proximal development for learning a new language successfully.

The language learning situation of Catherine in School C in the table is the same as Eliza in School E. They were both fully exposed to SASL late in their ages. According to the document Catherine submitted before the interview, she learned South African Sign Language when she was employed at a school for Deaf learners, after completing her teacher training. However, she was occasionally exposed to SASL from the age of 12 years. Catherine indicate during the interview that she resumed teaching SASL a few weeks before

the interviews as she was away from work (classroom teaching) for a couple of months due to ill health.

Unlike in the USA, in South Africa, teachers of the Deaf do not take a SASL proficiency interview to qualify to teach SASL (Bruens, 2018). South African Deaf Education researchers agree that teachers in SASL medium schools need to undergo a SASL proficiency testing. Sheehan, Albriton and Quinla (2011) quoted in Sibanda (2015) argued that "the elementary school teacher of the Deaf should take a Sign Language Proficiency interview (SLPI) and receive a rating in the advanced proficiency range to qualify to Sign Language at this level" (Sibanda, 2015, p. 159). Sibanda asserts that teachers of the deaf "should be fairly fluent in Sign Language" (p.159). A survey carried out by the DBE in 2013 revealed that 80% of teachers in schools for the Deaf in South Africa do not know how to sign or understand SASL. It must be noted however that this statistic predates the official introduction of SASL in schools for the Deaf in South Africa.

6.1.2. Limited experience of teaching SASL

Some SASL teachers revealed that teaching SASL was new to them. They have not taught the language as a subject before. The SASL CAPS was introduced in schools for the Deaf in January 2015 and the interviews were conducted in September 2016. This means that SASL teachers should have had at least one year's experience of teaching SASL at the time of the interviews. However, the data indicated that the experience of teaching SASL ranged between eight months and five years. Four of the interviewed SASL teachers have been teaching SASL for less than one year, because they were allocated SASL classes after the implementation had commenced. Thus, they experience more challenges than the teachers who began teaching when the SASL curriculum was introduced. A new teacher commented as follows:

"*I have been teaching SASL for about nine months now. It is a short period. I cannot say I have experience of teaching SL. Last year I had difficulties with how to teach Sign language because I went to a workshop for one week and when I came back I had to teach Sign language subject. I complained to the principal that I am confused, because I am a learner, and at the same time, I am expected to teach Deaf learners. There are politics in this area of Sign language. I explained to the principal and said I can't continue to teach because I feel*

like I am breaking the children. I need experience, I need knowledge first, then I can teach, because at the moment I am not confident in teaching SASL. I had only one week's training" (Catherine). This teacher, at Level 2 of the sign language competence (see Table 33) admits she does not have enough SASL language knowledge to successfully implement the SASL curriculum. She has already done nine-months of teaching SASL, yet was still learning how to teach the language. To make matters worse, she had received only a one-week's training before she began to teach SASL. According to a principal of a school for the Deaf in Murugan (2014), teachers have been trained in the basics of SASL but have not yet been taught how to teach SASL using the new curriculum. It is worth noting that SASL CAPS was abruptly introduced in schools for the Deaf due to the pressure from the Deaf community, in particular DeafSA, which threatened legal action against the DBE for failing to comply with the Pietermaritzburg High Court order that DeafSA and the KwaZulu-Natal Society for the Deaf and Blind come to an agreement with the Department of Basic Education on the time frames for the official recognition of SASL as a school subject. (Pietermaritzburg High Court Case No 4846/2009). The rush to officially recognise SASL as a school subject resulted in unprepared teachers being allocated to teach SASL as a subject.

A survey carried out by the DBE in 2013 revealed that 80% of the teachers of the Deaf in the country do not know how to sign nor do they understand SASL. SASL CAPS was introduced two years after this study and it soon became clear that teachers indeed lacked the expertise for teaching SASL. Data from SASL teachers who were interviewed reveals that the average SASL teaching experience of teachers and teaching-assistants was about 10 months. Twenty-three of the 26 participants had less than two years of SASL teaching experience. Three teachers had taught SASL informally, that is, without an approved curriculum, for two to three years before the introduction of the official SASL curriculum. The limited SASL teaching experience affected their implementation of SASL as a school subject. The following comments from participants attest to that.

"I have been teaching SASL CAPS for eight months now. It is a very short time and I am still exploring the various ways of teaching the language [SASL]. *I am not there yet. I am not ready. This* [the insufficient experience] *affects the way I teach"* (Eliza).

"I started teaching in January this year [2016]. *Therefore, it means it's only months now. Too short an experience to be teaching SASL as a subject at the Grade Nine level. You see,*

SASL is my third language" (Dabula). The dilemma of this teacher is obvious. She began to learn SASL at the age of 19 (see Table 4.1). She was 22 years old at the time of the interview. SASL is her third language, yet she is expected to teach the language to Deaf learners in Grade Nine whose first language is SASL.

6.1.3. The diverse characteristics of deaf learners in the same class

The interviews with SASL teachers revealed that the Deaf learners hold the key to what methods of teaching the SASL teachers adopted and how they interpreted SASL CAPS. Deaf learners directly and indirectly influenced teachers in the selection of SASL learning content. For example, teachers, particularly teachers in Grade One, needed to consider the diverse characteristics of learners in the implementation of the curriculum. The characteristics of Deaf learners, which teachers had to consider, included: the home background, age, when they became deaf, parents hearing status, and exposure to SASL before entering Grade One. Data showed that these learner factors made it difficult for teachers to successfully implement the curriculum. Bianca, a Grade One SASL teacher, commented as follow:

"*… most of my learners are not exposed to what is generally happening out there due to lack of access. They are different to their hearing peers; it is easier for hearing children to learn from different situations because they have access to learning everywhere; however, for deaf learners, it is different. They only have access to language learning here at school. But when they go out of the school premises, for example to their homes, their parents can't sign, their siblings can't sign. There is simply no one to sign to. School is the first place where they have access to Sign language. This makes it difficult to keep the pace of the curriculum because there are learners' background challenges to deal with"* (Bianca).

From the comment, it appears that the home background of the deaf learner can hinder the effective teaching of SASL subject. The deaf learner's chance of learning SASL is limited to the classroom because no one is signing with the learner at home. de Andrade (2015) confirms that most deaf children are born to hearing parents, as a result they do not have an opportunity to learn Sign Language from their parents and they start school without language. With all the learners in Grade One in this school born from hearing parents with no SASL, the SASL teacher's concern is understandable. Research has revealed that over 90% of deaf children are born from hearing parents (Mitchell & Karchmer, 2004).

The range of ages of deaf learners in Grade One also makes it difficult for SASL teachers. The South African Schools Act of 1996 stipulates that the admission age to a public school for Grade One is age five turning six by 30 June of the year of admission. However, data from the interviews showed that the ages of deaf learners in Grades One in four schools ranged between six and 13 years old. Dafiyah in Grade One commented:

"The youngest child in my class is six and the oldest one is 13. She was admitted late to school because of medical and academic reasons. I had to adapt a lot of SASL lesson content to accommodate her, sometimes at the expense of the class. She has not been exposed to SL at the time she was kept at home" (Dafiyah).

When asked what other factors she believed hindered the teaching of SASL subject, Dafiyah SASL teacher responded: *"Children who arrive at school or who enrolled with us at school at an older age and at the same time they don't know Sign Language and don't have parental support. Sometimes they are not motivated, so sometimes it's difficult"* (Dafiyah).

From the comment it appears that the different ages of learners, particularly of those who were overage to be in Grade One, caused difficulties for the SASL teacher to implement the curriculum. Some children were aged ten years in Grade One, and learning SASL for the first time alongside children aged six. A SASL teacher who is faced with such as diverse class requires a great deal of teaching experience to accommodate the learners. With SASL CAPS just introduced in schools for the Deaf a year prior to this research study, many teachers lacked experience of teaching the language to such a diversity of deaf learners.

Bianca, a Grade One teacher from School B, emphasized the difficulties generated by parents who do not expose their deaf children to an accessible language until they reach school-going age. She says they bring deaf children to school very late, that is, at the age of seven years old or over. She explained: "*The biggest concern about SL as a home language of the deaf child is that the child does not learn SL at home. Everything revolves around the child, the school and the home: and the child is in the middle. It is surrounded by these two things. From home the child doesn't know Sign Language, because parents are often hearing with no knowledge of Sign Language. Parents don't have knowledge of Sign Language; the child thus grows up without language. And remember the first three years of a child are very important for language acquisition and the child lost all the three years. For a deaf child, they start school*

at the age of seven years most of them, with the same age of zero, no language" (Bianca). Deaf learners who are admitted to schools for the Deaf after the age of six (the school admission age in South African school) is a problem, particularly in Grade One, as many deaf children come to school at the age of seven years without any language. This makes teaching SASL at the Home Language level difficult. SASL teachers expressed the challenge of teaching SASL as an L1 to deaf children who have no knowledge of SASL when they enter Grade One.

In addition to the lack of parental involvement in the implementation of the SASL curriculum, responses from the SASL teachers indicated that the status of SASL as a first/home language of the Deaf learners caused some hindrances to the successful teaching of SASL as a subject. SASL is offered as a subject at "Home Language Level" (DBE, 2013b, p. 7). According to the DBE (2013b), a Home language is the language first acquired by learners. However, many South African schools offer one or two languages at Home language level, because it is not practical to offer the home languages of all the learners enrolled in a school. The DBE (2013b) points out that the labels 'Home Language' and 'First Additional Language' refer to the proficiency levels at which the language is offered and not the native or acquired language. SASL is offered as a "Home Language, as it is the language in which Deaf learners are most naturally proficient" (DBE, 2013b, p. 7).

The concerns of SASL teachers regarding difficulties created by the presence of who are admitted late to schools and have no L1 is confirmed by de Andrade (2015) when he reported that many deaf children are born to hearing parents and therefore don't acquire Sign Language from their parents. These deaf children thus "start school without language" (de Andrade, 2015, p. 72). Thus, the curriculum imperative that SASL should be taught at the home language level to deaf children, who unlike their hearing peers, often do not have exposure to SASL before they arrive at school constitutes an impediment in SASL curriculum implementation in schools for the Deaf. The SASL teachers find themselves in a difficult situation because they have to teach a SASL curriculum that is simply following the time allocation of other curricular without taking the speciality of SASL into account.

6.1.4. The difficulties experienced in the collaboration between SASL teachers and Deaf teaching assistants

Ben, a Deaf teaching assistant from School B argued that: "*My negative experience, for instance, is that when I am excited and busy engaging learners in the learning and teaching, the teacher is not showing the same enthusiasm, in fact she seems negative towards me. And when that happens, the learners are able to pick it up as well. But if the teacher is positive about SASL teaching, encouraged and optimistic about what we are doing in class, it gives me confidence to do my role to the best of my ability. If she is not, it basically makes teaching SASL difficult because of the tension inside me."* This teaching assistant's comment shows how negative attitudes between him and the teacher inhibit the teaching of SASL. A SASL teacher and Deaf teaching assistant (DTA) can work in harmony in the classroom if there is respect between them. Each party brings something into the SASL teaching and learning context. There is a learning curve for the team. The DTA gains the insights (skills) of pedagogy while the teacher gains fluency and use of SASL as a way of communication, as well as a school subject.

6.1.5 Disagreements and misunderstandings with school management

Data from SASL teachers also gave some evidence that some members of the school management teams demonstrated negative attitudes towards SASL subject. After asking a teacher her views on the SMT's position on SASL subject, she commented:

"I drew up a timetable that included a time for the teaching of SASL and I showed it to the principal. I gave SASL more teaching time than the FAL [5.5 hours a week as stated in the SASL CAPS]. *The principal was not happy with it as she felt that we needed to give English priority* [more time] *and put SASL subject second in line because she said it is not as important as English. I had to reluctantly rearrange my teaching timetable where SASL got less time allocation than required. The instruction did not sit well with me"* (Fadheela). The SASL teacher indicates that she was determined to allocate enough time for SASL subject as it is a 'home language' for deaf learners in my class. However, the principal's comment that SASL was 'not as important as English' left her feeling uncertain about teaching SASL subject. She wanted to follow the SASL curriculum guidelines on time allocation but also felt obliged to obey the principal even though she did not agree with her.

An analysis of the data showed that the negative attitudes towards SASL as a subject evident in the comments of SASL teacher and teaching assistant (Catherine and Charles) are factors that hinder the successful implementation of the SASL curriculum. Research on curriculum implementation proves that no change can be effective if the key stakeholders' attitudes are negative. Positive attitudes towards SASL subject and the interest of teachers and teaching assistants in terms of keenness to implement the curriculum productively can be important in the success of the SASL CAPS implementation.

6.1.6 Attitudes of teachers and learners towards SASL as a subject

Charles, a Deaf teaching assistant from School C also pointed out negative attitudes towards SASL as a subject by some deaf and hard of hearing learners, contribute to the difficulty of implementing SASL subject in schools for the Deaf. Charles shared his view. *"Deaf and hard of hearing learners who are not familiar with SASL background but except being taught the language at a secondary school level, create a difficult teaching situation. These learners often don't take the learning of SASL as a subject as seriously as they do other languages such as English and IsiZulu for example. They seem to feel that English is the language which can pave their future. It is difficult to teach SASL to learners who seem not interested in the language. It de-motivates us"* (Charles). This Deaf teaching-assistant raised an important point regarding the attitude of learners towards SASL subject. However as a member of the teaching team, he did not feel empowered enough to persuade and motivate the learners to change their minds and embrace SASL learning. Research has shown that motivated learners learn better than learners who are not motivated.

A SASL teacher, Catherine from School C as Charles demonstrated her reservation about SASL being included as a recognised school subject when she commented: *"... we do understand Sign language as a language of learning and teaching because for years we did so, now by surprise, it is a subject, a new school subject. This is not right because it was never a subject. And it should not be. Unlike other languages subject such as Sesotho and isiXhosa, Sign language does not have a written form"* (Catherine). The comment from this teacher might not be a negative one but her reflection of teaching a language as a subject. For Catherine, SASL is a different language without a written form, thus her attitude towards the inclusion of SASL as a school subject. Catherine seems not to be aware that Deaf learners are

excited at the opportunity to study their language, SASL. In the introduction chapter of this thesis, it was explained why SASL is what Deaf people have been yearning for, for years.

Analysis of data revealed that SASL teachers' negative attitudes towards the teaching of SASL as a subject propelled them not to make enough effort to achieve the goals of the SASL curriculum. The negative attitudes of some teachers, learners and the management towards SASL subject thus emerged to be a factor that inhibited the successful implementation of the SASL. The SASL teachers' negative attitudes toward SASL affected the teaching of the SASL curriculum in schools because teachers, according to Taole (2013), are the main agents in curriculum implementation. Data revealed that some SASL teachers had an ingrained belief that SASL was not a language worthy to be taught as a subject. The negative attitudes of key stakeholders towards SASL can hinder the successful implementation of the SASL curriculum in schools for the Deaf.

Emotion and attitude emerged from the interview data as having an influence on the teacher's classroom practice. The SASL teachers and teaching-assistants' emotions when SASL was introduced as a school subject are notable factors in the implementation of SASL CAPS. Their emotions and attitude towards SASL as a subject can impact how the teachers deliver the curriculum. Although the readiness of the SASL teachers and teaching assistants was not adequately evaluated before the implementation of SASL, a significant number of teachers accepted the introduction of SASL as a subject positively. Their attitudes towards SASL as a subject are on continuum between 'love' and 'hate'. All the 13 teaching-assistants welcomed the implementation of SASL as a language subject in schools for the Deaf.

6.2 Factors related to the world beyond school: external factors

In addition to the internal factors, there are external factors that SASL teachers and teaching assistants cited as inhibiting the teaching of SASL as a subject. These factors that are related to the world beyond school included; the lack of parental SASL skills, shortage of adult language role models, under resourced environments for SASL learning, insufficient teacher training prior to teaching SASL, inadequate support from key stakeholders and inadequacy of the learning and teaching support materials (LTSM) attitudes towards SASL, and late admission of learners to school. Interviews with SASL teachers and Deaf teaching-assistants revealed that external, (outside of school) factors can also have a negative influence in the

teaching of SASL. SASL teachers have cited parents not communicating in SASL as a key factor.

6.2.1 Lack of parental SASL communicating skills

SASL teachers and Deaf teaching assistants have highlighted that a lack of parental SASL ability and thus lack of their involvement in the Deaf learners' language development contributes to the challenges of teaching SASL as a school subject. The great majority 90-95% of deaf and hard of hearing children are born to hearing parents (DesGeorges, 2016) and these parents have no prior knowledge of the use of Sign language. They stressed that Deaf children were only exposed to SASL at schools for the Deaf because at home, most parents cannot use SASL and are thus not creating a signing environment at home where the child is exposed to SASL. Some of the SASL teachers commented:

"*Parents also need to be encouraged to learn Sign language, so that they can be able to support their children in the language learning. Currently, children go home and just sit because their parents cannot communicate with them in-depth as they (parents) don't know SASL. When parents know how to communicate in SASL, they are in a good position to assist their child by maintaining continuity of learning SASL. Deaf children do not only need to learn SASL at school, but at home too*" (Ann). Another SASL teacher added:

"*The biggest problem is the home of the child. Everything revolves around the child, the school and the home: and the child is in the middle. It's surrounded by these two things. From home the child doesn't know Sign Language, because parents are hearing and mostly are not proficient in SASL. Parents don't have knowledge of Sign Language; the child grows up without language, the language of the home. And remember the first three years of a child are very important and the child lost all the three years. For a deaf child, they start school at the age of seven years…*" **(**Catherine). The comments from the two teachers confirm that many deaf children do not get easy access to SASL, because they are usually born into hearing families who do not sign.

The situation makes it difficult for teachers from effectively implementing SASL CAPS because deaf children have limited language input at their homes.

In addition to the parents' lack of fluency in SASL, SASL teachers stated that parents appeared not to be in active support of the language learning of their children, because they don't make any effort to discuss their children's progress with the SASL teachers. The following statement by a SASL teacher summarises the experiences of teachers with regard to parental support.

Ann: "*Yes, there is a lack of support from parents of deaf children. Parents are not active participants in the education of Deaf children. They don't come to check or consult us about how their children are progressing. We don't have an opportunity to share our experiences of teaching SASL with them* [parents]. *This lack of consultation with parents makes the implementation of SASL difficult because the learning of the language does not continue at home. We give learners SASL home-work but they come back not done because no one understands SASL at home. Instead of moving to a new theme, I give deaf learners a chance to do homework in the classroom.*" Ann's experience with the lack parental support in the implementation of SASL curriculum is something to note. According to Kostadinova (2012), there is a "pedagogical belief that the inclusion of the parents is one of the crucial tools in achieving better results in the upbringing and educational process…" (p. 2374). If this belief is taken into account during the implementation of SASL as a school subject, teaching will be successful. There must be communication and formal cooperation between parents of SASL learners and teachers in the language learning process. A good collaboration between SASL teachers and parents of Deaf learners is encouraged so as to ensure the success of the SASL curriculum implementation. In spite of complaints by SASL teacher, I did not find any sign that they (teachers) made any effort to contact the parents. SASL teachers could initiate communication with parents rather than come to a conflict situation where the two parties accuse each other of not providing support.

6.2.2 Shortage of adult SASL role models

Another external factor that emerged from the data, alongside the issue of home languages as hindering the successful teaching of SASL subject, is the shortage of appropriate language models. Data revealed that most Deaf children do not acquire easy access to SASL, because they are usually born to hearing parents, who do not sign, thus the children have little or no exposure to adult SASL role models outside of school. Most deaf children find themselves in situation where there is limited interaction with SASL models, or where there is no

interaction with language models at all. The comments from the SASL teacher illustrate the situations:

Ann: "*Knowing that there were no qualified Deaf teachers and SL models, I, a hearing person, was chosen to teach SASL because colleagues believed I knew the language. Apparently the principal just returned from the DBE workshop where they were instructed to appoint SASL teachers. She announced to us teachers that the school wanted someone who is committed and passionate about deaf learners to teach SASL subject. Colleagues looked at me and said Ann can teach SASL because we don't have a qualified Deaf teacher who could be an appropriate SL model.*" This comment from the SASL teacher indicates that there were no Deaf qualified teachers to teach SASL subject at that school. So instead of appointing an appropriate and qualified SASL teacher, the school just picked someone from among their existing teachers to teach SASL subject even if the chosen teacher was not proficient in SASL. Research has shown that SASL proficiency among teachers of SASL forms the basis for successful implementation of the curriculum. Thus, one can conclude that the shortage of proficient SASL models at school can constitute a hindrance to SASL CAPS implementation.

At schools, there is a shortage of SASL models in the form of qualified deaf teachers and primary users of SASL. At home, there are often no SASL models, as shown by studies such as de Andrade (2015), who found that most deaf children are born to hearing parents, who in most cases are not proficient in Sign Language.

6.2.3 Under resourced environments for SASL teaching and learning

In addition, there is the school environment into which the curriculum is introduced. The particular circumstances of some schools make it difficult to implement the SASL curriculum. The environment includes firstly, the socio-economic status of the community in which the school is located; secondly, the attitudes of the teachers, learners and management toward the SASL curriculum. Data from my research study revealed that of the seven schools for the Deaf in Gauteng, four schools are located in poor communities and three in rich communities. The schools in poor communities struggle to find sufficient human, learning and teaching resources. The SASL teachers in these four schools expressed a need for SASL teaching and learning resources.

Ella: "*I need resource and support from the SGB, the community and the DBE. You see, there are no technologies here; no smart board, no laptop and no cameras in my classroom. These are important for SASL teaching in particular when it comes to the assessment. I need them (the SGB) to approve the purchase of additional LTSM but all the times the answer is; there is no money. I need more resources to help me teach the language well.*" This Grade One teacher's comment shows that in poor schools for Deaf learners, creating a suitable teaching and learning environment for SASL is difficult. An ideal SASL classroom environment has all the instructional technology, but Ella's classroom does not have any because technology is not affordable to the school.

There were some issues I observed, but SASL teachers shied away from talking about this. For example, I asked Catherine if there are any other issues that made teaching SASL subject difficult for her. She responded as follows:

"*There are other issues that impede the successful teaching of SASL subject. The issues include, I will give two examples: the lack of human resources; and the appointment of incompetent people due to political favours or nepotism, which are prevalent in this community*" (Catherine). This SASL teacher vented her frustrations at me about the way appointments were made at her school. She felt that when people do not match the requirements of a position, they should not be appointed to that position. However, she claimed that it was happening at her school, where as a result, she could not focus on her teaching.

In addition to the negative attitudes of key stakeholders in the implementation of SASL curriculum, external factors such as limited parental involvement, the status of SASL as a 1st language and the shortage of the language models emerged as hindrances to the successful implementation of SASL CAPS in schools for the Deaf. Olibie (2014) describes parental involvement as the participation and support of parents at school and in the home, which directly and positively impacts the educational performance of their children. Data from SASL teachers reveal that there was no active parental involvement in the implementation of the SASL curriculum in schools for the Deaf in Gauteng. SASL teachers commented: "*There is lack of support from parents, yes. Parents are not active participants in the education of their Deaf children. They don't come to check or consult us how their children are progressing. We don't have an opportunity to share our experiences teaching SASL with*

them because they don't contact us. This lack of consultation with parents makes the implementation of SASL difficult because parents are not participating, and the learning of the language does not continue at home" (Ann). The comments by the SASL teacher show how parents were not actively involved in the SASL curriculum implementation, leading to a lack of collaboration between the SASL teachers and the parents of the learners of SASL. Although the parents are involved with the schools to some extent such as paying fees, buying the required resources and picking up their children from school, the non-participation of parents in the teaching and learning of SASL subject hinders the successful implementation of the SASL curriculum.

6.2.4 Insufficient teacher training prior to teaching SASL

In addition to environmental factors such as the attitudes of teachers, learners, and the school management staff towards the teaching of SASL as a school subject, in-service training emerged to be a crucial factor that either facilitated or hindered the implementation of SASL curriculum. Data revealed that SASL teachers in Grades One and Nine experienced limited training on SASL pedagogy, content knowledge, and further training on SASL teaching methods. In the next section, I examine the training of SASL teacher in terms of content, duration, sustainability, and facilitators. I use data to illustrate how the limited content, duration, sustainability and facilitation contributed to the challenges of implementing the SASL curriculum in schools for the Deaf. Adam commented:

"*Honestly, I don't feel that I have been sufficiently trained to teach SASL as a subject; to qualify as an English teacher I studied for four years, which was a rigorous training on how to teach English; now the department is implementing SASL subject and for this they just gave us a week or so training; back in the classroom you are confused, who do you ask for help? That's the challenge. That's why I say I don't feel that I have been sufficiently trained to teach SASL subject because the duration of the training was just about two weeks*" (Adam). The SASL teacher makes a comparison between English and SASL as school subjects. He points out that in his preparation to teach English, he studied the language with its methodology for duration of four years. However, for his preparation for the teaching of SASL subject, he received a mere two-weeks of training. Thus, he felt ill-equipped to teach SASL as a subject, because he had only two weeks' training. It was the general impression among the SASL teachers and teaching assistants that they experienced themselves as ill-

equipped to successfully implement SASL CAPS, because according to them, the training they received was too short to equip them with the necessary skills. In other words, SASL teachers felt that the limited training they had for teaching SASL impeded the successful implementation of SASL subject curriculum. The SASL teachers and teaching assistants had a five-day training session in February 2014 and another five-day training workshop in October 2014. Both trainings were facilitated by the DBE. The two sessions were the only training SASL teachers and teaching-assistants received from the DBE in the preparation for SASL CAPS implementation in January 2015. Data reveals that the SASL teachers and teaching assistants felt that the two five-day training did not adequately prepare them for the teaching as SASL curriculum.

Data has shown that several organisations, such as Wits, Sign Language Education Development (SLED), Department of Basic Education (DBE) and the National Institute for the Deaf (NID) facilitated various training workshops for SASL teachers and teaching-assistants sometime before the official implementation of SASL CAPS in schools for the Deaf in South Africa. For the purpose of this research study, I focused on the workshops facilitated by the DBE, because they were a national project. The DBE (2013) confirms that provincial departments of education trained teachers and district officials in SASL in early 2013 in preparation for the roll out of SASL CAPS the following year. However, responses from teachers showed that the content of the training did not sufficiently prepare them for the teaching of SASL as a subject in schools for the Deaf.

According to data, the SASL teachers interviewed felt that the training for the implementation of the SASL CAPS was not of the ideal quality. In other words, this inadequacy of content in the training programme contributed to the challenges of implementation of the SASL curriculum. The comments from SASL teachers attest to the fact that the content of the training was not good enough to empower teachers in SASL curriculum implementation. When SASL teachers were asked whether they were appropriately trained for the teaching of SASL as a subject and what was the training about. Dabula, as SASL teacher in Grade Nine responded: "*...no, no, not perfect… firstly what I learned was about the new curriculum. For me, it was not enough because the focus was more on the language. Some things such as literature were not taught us in detail. No in-depth literature, we only did simple poetry, what about stories and novels? It is like they gave us nothing, so the content was not good enough. I am not satisfied with the quality of the*

training content. I feel that I am missing something. It was not strong. I need to learn more. That means training was not good enough. I need more training in order to be able to teach the SASL subject successfully." Dabula believes that they were not showed how to teach themes such as poetry and stories in detail. This left her with no confidence to successfully teach Deaf learners signed poetry and stories.

Another SASL teacher, Giselle added: "*... for me I did not agree with the content of the training because it was superficial*." Giselle is of the view that the training did not meet her expectations, where she expected an in-depth training on SASL pedagogy that is good enough to help her successfully teach Deaf learners SASL.

The responses as presented by Dabula and Giselle show that they were not satisfied with the quality of the content of the training programme prior to the roll out of the SASL CAPS. The workshop did not adequately empower SASL teachers and teaching assistants to effectively implement the SASL curriculum. Data from the interviews reveals some SASL teachers did not experience a training programme that included in-depth discussion on key aspects of SASL such as Deaf culture, SASL grammar, meta-linguistics, and SASL methodology. However, this claim by SASL teachers' seems to be in contradiction with a training programme conducted by the DBE in October 2014. The DBE training programme (see appendix G) included discussions on Deaf culture, bilingualism, assessment, teaching models and the SASL CAPS. Some of the SASL teachers interviewed appear not to have attended all the workshops that were facilitated by the DBE, hence their different views on the content. With regards to the limited examples on how to use SASL teaching materials, the SASL teachers may be correct. Because of the time limitation of the training program conducted in 2014, it was not possible to demonstrate how to use all the teaching materials. SASL teachers rely heavily on a diverse range of materials to support their teaching and their students' learning. A detailed demonstration of how to use the SASL teaching materials can empower teacher to effectively use the material in their teaching practices.

In addition to experiencing the inadequacy of the training as a factor that impeded the implementation of SASL CAPS, SASL teachers experienced the training not to be well-sustained, because according to them, follow up training workshops were not conducted, as promised by the DBE. The following comment give the impression that the SASL teachers

felt that there were once off sessions with no follow ups of the training. Despite the training received, SASL teachers still needed more training.

"*... the Department of Basic Education should prepare more training for the teachers and also visiting schools to find out how the implementing is going on, and also find out what are the challenges and so on. If the Department can't do follow up trainings, they must involve Universities, University like Wits who will come and give support, not once, but continuously. Then I feel the teaching of sign language will improve. Otherwise it will remain a challenge to implement the SASL curriculum in schools for the Deaf"* (Adam).

6.2.5 Inadequate support from key stakeholders

The SASL teachers' responses indicate that teachers, after the training course and as a continued part of their training, expected to be monitored and supported in their SASL teaching in order for them to have a good picture of what is going on and how they could rectify the mistakes that occurred while teaching SASL. According to international research with hearing teachers, such as that conducted by Fullan (2007), one or two short and unsustainable workshops are not effective for the successful implementation of a new curriculum, because teachers, as the implementers of the curriculum, require continuous support.

This section looks at how the 'inadequate support is a factor that inhibits the successful implementation of SASL curriculum. The participants were asked for the factors that inhibited the teaching of SASL in the classroom. Their responses indicated that they experience limited support from key stakeholders in SASL curriculum. The stakeholders mentioned included the Department of Basic Education, school management teams, Deaf teaching assistants, Deaf learners, and their SASL teaching colleagues.

While acknowledging the DBE for organising orientation workshops in preparation for the roll-out of the SASL curriculum, SASL teachers and teaching assistants experienced the need for more support from the Department in terms of the provision of subject advisors. The SASL teachers pointed out that they have advisors for other subjects such as English, but that no advisors were found for SASL as a subject. Dafiyah, teacher at School D commented: "*I have never met an advisor… I have never seen anyone here at school, anyone who approaches me to say; do you need help? Nothing like that. For example, for English*

language, people who are teaching English, when they experience challenges they have people [subject specialists] *to contact to give them leadership on those things. For SASL, we don't have that. This has a negative impact on the implementation of the SASL curriculum*."

Giselle, a teacher at School G added: "*…if there were subject advisors we can speak to, because at the moment there is no one.*"

The experience of SASL teachers is that there are no subject advisors for SASL, despite the 2009 declaration of the DBE stating that the "system is almost totally dependent on subject advisors and district staff to act as intermediaries between curriculum policy and implementation in the classroom" (DBE, 2009, p. 8). Yet no provision for subject advisors for SASL seems to have been made when introducing the SASL CAPS in schools for the Deaf in 2015. The SASL teachers and teaching assistants felt that the lack of subject advisors for SASL hindered the teaching of the language because there was no monitoring and support. Mdutshane (2006) asserts that teachers need to be monitored and supported in their teaching by subject specialists.

In addition to the lack of support from DBE subject specialists, the SASL teachers and Deaf teaching assistants indicated that inadequate support from the school management teams (SMT) in the implementation of the SASL CAPS hindered effective teaching of the SASL subject. However, teachers were divided on the perception about the support from the SMT. In the first group, SASL teachers avoided commenting on this issue of SMT support; in the second group, SASL teachers acknowledged the support they got from the SMT while the third group indicated that they did not receive any support from the SMT.

Gianna, a Deaf teaching assistant at School G commented: "*They* [the SMT] *are not helping me at all; they are disconnected to what we are doing in the classroom. We are just doing things our way*." This statement gave me the impression that the school management teams in certain schools did not have an interest in the implementation of SASL CAPS. According the SASL teaching assistants, the SMT is disconnected from what is happening in the SASL classroom. This seems to do with the SMT's negative attitude towards SASL or they lack strategy to monitor the implementation of the SASL curriculum policy at classroom level. A SASL Deaf teaching assistant commented by recounting his personal experience.

Dladla: *"To be honest, the SMT is not helping me at all. Really, because I and the SASL teacher have been fighting. We have a problem. When she said that she won't accept what I was saying, I called the HOD and explained the problem, noting where she is wrong, because I knew how to do those things. The HOD took her aside. Then I was moved to the English subject class. The teacher was left to teach SASL alone, though she was not fluent in SASL. This certainly impacted on teaching, because the children were asking why I was not teaching Sign Language anymore, but doing English. The learners were confused and that's the impact. The SMT is not helping me, really. They know that I am Deaf and I teach SASL well. They should have supported us* [the SASL DTA and the SASL teacher] *equally in the interest of effective teaching of SASL subject*."

Interpreting this comment, it is apparent that the SMT, that is, the principal and HoD, ought to give full support to the SASL teacher and teaching-assistants. The support of the principal and leadership are, according to Harry and Mitchell (2015), fundamental to successful curriculum implementation.

Apart from the poor support from the SMT, SASL teachers have indicated that the inadequate support from some teaching-assistants had a negative impact on their implementation of the SASL curriculum. Data has revealed that some SASL teachers, though not proficient in SASL, was not given the support of a teaching assistants. Catherine, a teacher, who was teaching SASL in Grade Nine alone, commented: "*I have been teaching SASL for nine months now. Last year I had difficulties with how to teach Sign Language. I went to a workshop for one week, and when I came back I had to teach Sign Language without a teaching-assistant. The school did not employ one for me. I complained to the principal that I was confused, because I was a learner* [new to SASL] *at the same time as I was expected to teach it to the learners, and without the support of a teaching-assistant. It was tough*."

This comment indicates that when a SASL teacher works alone without someone proficient in SASL to work alongside the SASL teacher, such as a teaching-assistant, the implementation of SASL curriculum is negatively affected. The DBE, at the recommendation of the SASL CMT, advised the schools to implement team-teaching whenever there is no teacher fluent in SASL. 'Team-teaching' means the pairing of a teacher (qualified) and a Deaf person (L1 signer), but not a qualified teacher (DBE, 2013d). Team-teaching, according to the DBE (2013d), provides both SASL teacher and Deaf teaching assistant with greater

opportunity to capitalise upon the unique, diverse and specialised knowledge, skills and instructional approaches of each other. This means that if they cannot work as a team with the same aim, the teaching of SASL as a subject cannot be successful. According to information collected from participants, where a SASL who is not fluent in SASL teaches alone and where team teaching model is not applied, the implementation of the SASL curriculum is impeded.

Data from SASL teachers and teaching-assistants also revealed that poor support from learners through their lack of interest in SASL subject, impedes the successful teaching of SASL as a subject, because the teachers become demotivated by uncooperative and unsupportive learners. Learners are the main players in the curriculum implementation. Their non-participation therefore can hamper successful implementation of a curriculum. Although many SASL teachers interviewed did not directly comment about deaf learners and experiences in a SASL classroom, there were teachers who detailed how the attitude of learners hindered the implementation of SASL CAPS. A Deaf teaching assistant at School G expressed her frustration with some learners during the teaching of SASL subject. "…*one learner would say 'I was in a Deaf school but signing isn't my thing.' … and another one person had an attitude: it's a girl who just arrived recently from a hard-of- hearing school and she is strongly oral and doesn't want Sign Language. Her attitude is so bad in an SASL class. The lack of support from these learners in the teaching of SASL was a demotivating factor in the implementation of the SASL curriculum*" (Gabriella).

6.2.6 Inadequacy of the learning and teaching support materials (LTSM)

The other overarching factor that, according to the data gathered, hampers the successful implementation of SASL CAPS in schools for the Deaf is the 'inadequacy of LTSM'. The LTSM, for the purpose of this research study, refers to the learning and teaching resources mentioned in the SASL CAPS. Since SASL teachers rely on materials to support their teaching and their students' learning, it is crucial that the LTSM are made available in a SASL classroom. Data revealed that the distribution of the resources in schools were different based on the socio-economic situation of the school. For example, SASL schools which are situated in the rich communities, did not experience the shortage of teaching materials and infrastructure. SASL teachers from schools in poor communities complained that their implementation of SASL CAPS was being hampered by the inaccessibility and

unavailability of primary materials required for the teaching of SASL subject. However, it was the general belief among all the SASL teachers and teaching-assistants that the lack of or inadequacy of resources and the appropriate infrastructure was a factor that hindered the successful implementation of SASL curriculum, due to the visual nature of SASL. Some teachers confirmed that they have SASL teaching resources but they did not have enough.

Earl, a Deaf teaching assistant at School E commented: "*The SMT do support us with resources for teaching SASL such as TVs, DVDs, and video cameras, but I would like us to have more cameras, because what we have is not enough for all the learners in the classroom. I need at least four more cameras, so that each learner has a video camera to record themselves signing. It wastes time if two or three learners have to share a video camera. It also creates tensions and affects the teaching programme. More resources are what I need*." Earl acknowledged the effort of the SMT to provide him with the SASL teaching resources, such as video cameras, but feels that the resources should be enough for all the learners to avoid interrupting the teaching process due to learners needing to share a video camera.

Another Deaf teaching assistant, Audrey expressed the need for infrastructure to help improve her teaching of SASL. "*...they (SMT) support us by getting us things such as DVDs players, laptops, all the required materials, but the challenge that I see is that we don't have other important things for teaching SASL such as filming booths and SASL laboratory, because that can help us eliminate interruptions when we record and will ensure that learners do focus when we teach. But this is something that we are looking at, and begging our leaders to provide. In the meantime, we just continue with what we have but this hinders the effective teaching and learning of SASL*" (Audrey).

Scrutiny of data from the SASL teachers and teaching assistants reveal that the seven schools for the Deaf in Gauteng have resources, but that the availability and accessibility differ from school to school. Some schools, such as those situated in cities are well-resourced. The schools have the resources as listed in the SASL CAPS, they have the infrastructure such as SASL laboratories and filming booths to accommodate the recording needs of SASL learners and teaching-assistants. Other schools for the Deaf, particularly the ones situated in poor communities had limited resources. They lacked proper functioning resources such as iPads, tablets for individual learners, SASL laboratories, internet access and the necessary software.

These resources provide the support needed for the successful implementation of Sign language. At one school for the Deaf, far out of the city, I discovered that the SASL teacher had only a laptop in the class, and that there was no evidence of other resources. The plugs were not working, access to internet was not available, and there were no SASL resources for teachers, teaching assistants, and learners to use in the SASL teaching and learning process. In short, there was no evidence of a proper working system and infrastructure to accommodate teaching SASL.

Summary: Factors that inhibit the implementation of SASL curriculum

There are various factors that inhibit curriculum implementation. Some of the factors that inhibit SASL curriculum implementation are; inadequate teacher's SASL competency, limited experience of teaching SASL and the diverse characteristics of deaf leaners in the same class. This section has outlined the factors that inhibit the implementation of the SASL curriculum and discussed how each inhibits the implementation process. In the educational context, the factors interact with each other and can generate an inhibiting influence that cannot be attributed to one factor. They should be viewed as a whole.

Having presented the factors that inhibit the teaching of SASL as a subject in schools for the Deaf, the next section presents the implications of the factors (both facilitating and inhibiting) on the implementation of SASL CAPS, and their effect on the pedagogical strategies of SASL teachers and teaching assistants. Understanding the impact of SASL teachers and teaching assistants is critical to the implementation of curriculum in schools. Taole (2013) found that teachers' experiences of curriculum can profoundly influence their day-to-day practice.

CHAPTER SEVEN

Data presentation: Implications of the factors on the teachers' pedagogical strategies

Introduction

This chapter presents the implications of factors that SASL teachers and Deaf teaching assistants experienced during the implementation on their teaching strategies. Thus the chapter responds to the questions; what is the impact of the factors on SASL teachers and Deaf teaching assistants on their teaching strategies? The facilitating factors have a positive impact on teaching strategies and the inhibiting factors have negative impact on teaching strategies. The participants' responses to my questions indicated that what they experienced since they began to teach SASL influenced how they preferred to teach. They seemed to know that they could make choices about what and how to teach SASL. They knew that it is their right as SASL teachers to make such decisions on teaching methods for their SASL lesson. Thus, the participants' responses revealed that factors which facilitate and factors that inhibit the teaching of SASL subject have implications for the SASL teachers' teaching practice. The table below shows categories and subcategories that emerged from the theme.

Table 7: Implications of the factors for pedagogical strategies

Theme	Categories	Sub-categories
Implications on pedagogical strategies	7.1 Curriculum →	7.1.1 Curriculum use 7.1.2 Adaptation 7.1.3 Dialect accommodation 7.1.4 Assessment
	7.2 Resource →	7.2.1 Availability of resources 7.2.2 Lack of resources
	7.3 Personality / Approach →	7.3.1 Strength 7.3.2 Attitudes
	7.4 Support →	7.4.1 Novice teacher 7.4.2 Support required
	7.5 Experience →	7.5.1 Best experience 7.5.2 Worst experience

Table 7 summarises the third theme, namely 'the impact of the experiences on teachers' pedagogical strategies.' The third theme I used during data analysis was the 'implications of the SASL teachers' experiences on their teaching'. This refers to analysing which factors shape how teachers' experiences of the SASL curriculum implementation impacted on their pedagogical strategies in an SASL classroom. A number of categories emerged for this theme. The categories were: curriculum, resources, personality, support, and teachers' personal experiences.

Each category was then divided into subcategories, for example, the category 'curriculum' was divided into curriculum use, adaption, dialect accommodation and assessment. The category 'resources' was not divided into subcategories. The category 'personality' was

divided into subcategories titled; ‘teacher’s strength’ and ‘teacher’s weaknesses’. The category ‘support’ was divided into subcategories ‘novice teacher’ and ‘support required’. The last category ‘personal experiences’ was divided into subcategories such as best ‘experience’, ‘worst experience’, ‘changes’ and ‘lessons learnt’.

7. 1 Curriculum

The new SASL subject curriculum had an impact on how the SASL teachers and Deaf teaching assistants decided their teaching and learning strategies. The impact emanated from curriculum use, curriculum adaptation, dialect accommodation and assessment.

7.1.1 Curriculum Use

The research study showed that SASL teachers and teaching assistants had divergent perspectives on the impact of their curriculum experiences on their teaching of SASL. Data from the research study revealed that although most of the SASL teachers and Deaf teaching assistants experienced challenges in the implementation of the SASL subject curriculum, there were nevertheless some teachers who believed that teaching SASL was something they did previously, and thus they were ready for the new SASL curriculum. A SASL teacher commented: “*The experience of teaching the language for years, though without a formal school curriculum, has prepared me for this new and official SASL curriculum. I have ideas how to help my learners understand the lesson content when I teach the current SASL CAPS. The challenges we have now, such as the shortage of resources, inadequate training, complex assessment process, are not new to me. I navigated them before and it is now easier to do as such*” (Dafiyah). Dafiyah, Bianca, Bheki, Dladla, Fadheela and Fana taught SASL for between two and three years before the official introduction of the new SASL subject curriculum in 2015. They believe that the new SASL curriculum was not really challenging to implement as they have already overcome the challenges of teaching SASL. Their previous experience of teaching SASL was thus useful during the implementation of the new SASL curriculum.

Other SASL teachers were of the opinion that the SASL CAPS impacted positively on their teaching strategies by providing them more guidance with regard to assessments, content, knowledge and skills. Genevieve commented: “*Yes, I do. I follow the new curriculum*

because it helps (guides) me in choosing the appropriate way of teaching SASL. The curriculum provides basic guidelines of what to teach and how to teach it. It impacts on my teaching positively, because it gives me ideas about what is to be done and how. I can access these guiding information from the curriculum."

Despite indicating that they followed the curriculum guidelines, eleven of the 13 SASL teachers confirmed that they adapted the SASL curriculum to suit their contexts. For example, one participant asserted that he changed the time allocation to accommodate learners who were slow to learn. "*Maybe the context says one hour, but I change that and give them two hours because the important thing is to cover the content and for them* [learners] *to understand. The aim is for them to understand and pass, not to punish and fail them due to limited teaching time"* (Bheki).

Bheki's response shows that the power to decide on how to teach SASL is on the teacher's hands. The SASL teachers decide the time that is relevant to their learners. The SASL teachers consider the learners' needs and interests in their decision on the appropriate time to use for the teaching of SASL. This meant that the SASL teachers had classroom autonomy to adapt the curriculum to meet the needs of their learners.

7.1.2 Curriculum adaptation

From the interview data I found that the SASL teachers perceived the SASL CAPS as useful, although there were instances where they had to adapt the content of the curriculum a bit in order to fit their teaching context. For example, the participant quoted above made changes to the time of teaching to accommodate the learning needs of the SASL class. He felt that the changes would benefit learners' understanding of the content, because he made more time available for the teaching and learning process than stipulated in the CAPS document. This confirms that the SASL experience with teaching the SASL curriculum influences his classroom practice. There were other instances of the curriculum adaptation as a result of the SASL teachers' experiences with the curriculum. The participants were asked how they adapted the curriculum to suit their context.

A number of responses indicated that SASL teachers adapted the curriculum where necessary to suit their teaching situation and the learners' needs. When asked if they adapted the SASL

curriculum, Ann, a Grade One SASL teacher commented: "*Yes I do adapt the curriculum based on the teaching context because sometimes things happen unexpectedly; for example, there is a celebration on a certain day; maybe say on a casual day, I would change my prepared lesson to suit the event. On a cultural day, I would move include things that are in line with that particular day and later go back to the initial lesson I have jumped*" (Ann). Ann asserted that there are situations that compelled her to make changes to her teaching programme, for example, she changed the theme of the lessons to match the celebration of the day 'casual day'. Other SASL teachers, however, felt that the SASL curriculum was perfect and did not require any adaptation.

"*I don't change anything in the curriculum. What I do is to try and use something similar to what is in the curriculum, for example; on reading and viewing the children will read the book but not actually. They look at the book and view the content of the book on DVD. After they have viewed the story on DVD, I test their level of comprehension through asking learners questions about the story, for example I ask: "Who are the characters in the story and other questions*?" (Eliza). This participant indicated that she did not change the SASL curriculum but aligned the activities with the requirements of SASL. For example, while teaching SASL, she ensured that the verbs that have a connotation of being associated only with spoken languages are used appropriately in an SASL context and that the various dialects are accommodated.

7.1.3 Dialect accommodation

In addition to the influence of the SASL teachers' experiences of the curriculum, the teachers were asked to describe the strategies they used to accommodate various SASL dialects. The reason for the question was to understand how their teaching experiences helped them accommodate the various dialects of SASL. A SASL teacher, Adam gave a detailed response:

"*Like I said before, I am hearing. I always explain to learners that all languages are similar in that they all have dialects, for example in Limpopo we might sign something this way and in Johannesburg they sign it differently, so there is no need for people to argue about those variations; that's what I teach learners. For example; I tell my learners that in my language Xitsonga, as well in Limpopo, at a certain area you will have a word that is used to refer to something and when you go to Mpumalanga you have the group of Xitsonga people there that*

have got a different word to refer to a similar thing, but then they never fight about that. Similarly, with South African Sign Language, for example, in Limpopo and the Eastern Cape, the same word might be signed differently but meaning the same, so that's what I teach learners. We teach them all these differences so that when they visit other provinces they don't have to always seek clarity on the signs. I teach meanings of the words, and from different dialects, and they learn like that perfectly well" (Adam). Although Adam did not give specific examples of the dialects he was talking about, his response indicated that his strategies for using comparisons to teach Deaf learners about the dialects was successful because learners understood *"that perfectly well"* (Adam).

7.1.4 Assessment

A number of SASL teachers expressed concerns that they have a lot of work to do in relation to assessment and marking and thus spend more time on these activities than teaching. One SASL teacher commented: "*The second thing is assessment; there are a lot of things to be done, and for example we have four portfolios. Time to set up all those things, the preparation time, is like, for example I teach English to the Grade 12s as well as Sign Language, so I struggle because you need time with the Grade 12s. The time spent on assessment sometimes makes it difficult to maintain the pace of the SASL curriculum. After spending much time on assessment, you have to rush through the curriculum in order to complete the content. In the process you don't have time to spend helping slow learners in the classroom*" (Giselle).

The data cited above shows that 'assessment' is time-consuming, so formats like portfolios influenced the pacing of SASL teachers and Deaf teaching assistants. Due to the number of portfolios and the time limitation experienced by the SASL teachers, they often rush to complete the SASL curriculum, in the process not covering crucial parts of the curriculum in full. This action by the SASL teachers influenced their SASL home language curriculum teaching practice.

7.2 Resources

The availability and/or non-availability of adequate resources such as classrooms, laptops, laboratories, video cameras, and proper lighting impacted on the teachers' pedagogical

strategies. SASL teachers decided on their teaching strategies based on the available resources. Dabula, as SASL teacher, commented: "*Recently, I planned to use technology for a specific lesson, only to find that learners could not complete the homework activity that required the use of technology. This experience led me to checking what resources are available to me and the learners before I decide my teaching method. I now choose a teaching strategy that can be used with the available resources and where possible I get them."* Dabula uses her experience to decide on her teaching method. Her decision to align her teaching strategies with the available resources shows that the resources have an impact on the choice on teaching strategies.

7.2.1 Availability of resources

SASL teachers at schools with adequate classrooms were able to alleviate overcrowding of learners by, for example, dividing a Grade into small classes. With a small class of eight learners, the SASL teacher at School F was able to arrange the seating in a horse-shoe, which enabled effective visual communication because everyone in the classroom was able to see one another. Rains (2011) asserts that Deaf people require an unobstructed line of sight. Fadheela, a SASL teacher commented:

"*The classrooms; we have enough classrooms at our school and as a result our classes are small compared to others schools nearby. We are able to arrange the desks and chairs in the classroom as we want for the lesson and this helps when teaching a particular theme. We arrange the chairs differently for pair, group or class work*" (Fadheela).

The SASL teacher's views shows that her experience of resources such as adequate classrooms at the school had an impact on her teaching practice. For the SASL teacher, to teach SASL successfully, a spacious classroom is required. Data indicated that SASL as a visual and spatial language requires 'Deaf space'[44] (Hansen as cited in Rains, 2011).

[44] The idea of 'Deaf Space' goes back over 100 years ago to Olof Hansen, one of the first deaf architects, who designed the Dawes House at Gallaudet University, deaf clubhouses and state buildings across the country and even in Venezuela. "Several years ago, a deaf couple in Faribault, Minnesota, was looking for a home. One day a husband saw a house he liked very much. He asked his wife to come see it. She loved it. It had fewer walls, which gave the feeling of being roomy with windows giving plenty of light, etc. They bought the house. Not until later did they discover that the architect was none other than Olof Hansen, the Deaf architect. The house gave the feeling of being deaf-friendly" (Rains, 2011, p.1).

7.2.2 Lack of resources

The experiences of SASL teachers and Deaf teaching assistants with regard to the lack of resources also influenced their teaching practice. For example, a SASL teacher complained that they don't have an IT support staff member at school and many times the teaching tools such as laptops aren't fully functional. She indicated that such experiences often compel her to change her teaching strategies.

Catherine: "…*there is no IT support person here at our school, there are no computers and no projectors, but we have 36 laptops for the 45 SASL students in Grade Nine. I take the lack of IT person and the shortage of laptops into consideration when I plan the lessons. These factors had an influence on my teaching practice. And situations occur, for example, sometimes when you are finished doing the assessment you need to mark, the laptop jams and there is no one to help. You have to do the assessment without recording the learners' answers.*" The comments from the SASL teacher (Catherine) show that the lack of resources, (that is, IT support staff, and shortage of laptops) influenced the teachers' SASL assessment. She had to change her strategies in order to deal with the arising challenges.

7.3 Personality/approach

The personality/approach of each SASL teacher and Deaf teaching assistant in terms of strengths and attitudes towards the SASL subject curriculum has an impact on how they decided on their teaching strategies.

7.3.1 Strength

The finding of the research study points out that the experiences SASL teachers with the introduction of the SASL curriculum had implications for their teaching practice in the classroom. The SASL teachers and teaching assistants' personalities, such as their strengths and attitudes towards the SASL curriculum, emerged from the data as factors that impacted on the teachers' SASL pedagogical strategies. SASL teachers were asked what strengths they brought to the teaching of SASL as a subject. All SASL teachers who are confident with their SASL expressive and production abilities commented that their strengths for teaching SASL are their knowledge and use of SASL and the training they received in language teaching and

learning. A SASL teacher commented: "*I am qualified to teach English Language so my strength is in languages teaching. Secondly, I can also communicate easily with Deaf children. So, I can role-play some SL activities to help learners to clearly understand. Thirdly, I also involve learners more in my teaching and fourthly I use language activities such as debates. I involve learners in debates because learners learn more easily that way*" Adam.

Their experiences from the implementation of the SASL subject curriculum helped SASL teachers and teaching assistants to engage in self-study by reflecting on their engagement with the SASL curriculum. The participants were asked what they have learned from their experience of teaching SASL that could enhance their teaching. A SASL teacher reflected:

"*What I have learnt from teaching South African Sign Language subject is that this Sign Language curriculum is not easy, not at all. It is like other languages such as Tshivenda, Xitsonga, isiZulu etc. It is a complex language to teach. As a hearing person (and SL is not your first language) you cannot just say I will just teach it, you need to be thoroughly trained before you can qualify to teach the language. With limited training you can't. You need to be committed to training, interact with people who use SL so that you can learn more and do research as well if you want to be ready to teach SL"* (Adam).

After realising the complexity of teaching a language such as SASL at first language level, this SASL teacher believes that to teach a language effectively, one needs to be trained in language pedagogy, communicate with SASL users in order to improve on the linguistic aspect of the language, and do research before teaching.

7.3.2 Attitudes

In addition to the strengths some SASL teachers bring to their teaching practice, the study revealed that the attitudes of teachers towards the SASL curriculum had an impact on their teaching of SASL. According to Moodley (2013), when teachers are required to implement a curriculum, their attitudes and beliefs often have to change before they can implement the curriculum successfully. Some of the comments from the teachers were:

"*I am teaching SASL Literature, poems, unprepared speeches and many others. These help Deaf learners to be familiar with their own language and it boosts their language confidence.*

The introduction of the SASL CAPS has given deaf learners an opportunity to learn their language – a learning that hearing learners take for granted" (Charles). The teaching assistant's comment shows that he is positive towards teaching SASL, because Deaf learners are actively involved in the teaching and learning process. The activities boosted the Deaf learners' confidence in using SASL.

The interview data showed that almost all the SASL teachers and teaching-assistants hold positive attitudes towards SASL as a subject. However, the preparation for teaching and classroom practices for the SASL teachers are inconsistent with the requirements and demands for a SASL first language subject. The requirement is that a SASL teacher and Deaf teaching assistants prepare the lesson together but during the interviews it seemed the majority don't plan the lesson together. Their attitude towards the implementation of SASL curriculum in schools thus affects the teaching of the subject. Igbokwe et al., (2014) confirm that anyone can develop positive or negative attitudes towards any idea. They assert that for one to do a task satisfactorily, one needs to have a positive attitude towards the idea.

The study revealed that SASL teachers have varying attitudes and beliefs about SASL and its implementation as a school subject. Of the 26 SASL teachers and teaching assistants, only three were doubtful that SASL is a real language that could be formally taught in school. The findings indicated that the majority of SASL teachers, regardless of their fluency in SASL, have positive attitudes and views towards the implementation of SASL curriculum in schools for the Deaf. The attitudes shaped the ways in which they taught SASL in their schools. A key attitude that has implication for teaching SASL subject, is that support in many forms emerged to be significant for SASL teachers in determining teaching strategies. The experiences and perceptions of SASL teachers implementing SASL curriculum helped the SMT to understand challenges of SASL curriculum implementation. The understanding of the SASL curriculum seemed to assist the SMT to provide the necessary support for SASL teachers and teaching assistants.

7.4 Support provided

SASL teachers have indicated that the support they received from the principal influenced their choice of the teaching strategies. This Grade Nine teacher pointed out that the support by the principal encouraged him to be more positive about teaching SASL.

"*Whenever I meet the principal, she asked about my SASL class and praised the work I was doing. She would say that SASL was special and taught by special people*" (Adam). Principals' support and leadership are important to the SASL teachers' morale for teaching SASL. The principal also led by initiating the discussion with teachers that led to Adam's selection as a SASL teacher.

Data collected from participants showed that support from the SMT through the provision of the required equipment and instructional resources for SASL had an impact on the teachers' pedagogical strategies. However, according to data, there were disparities in teaching among schools for the Deaf, because some teachers had adequate resources for SASL, while others didn't. Thus, SASL teachers come up with different strategies for teaching the same theme of the SASL lesson, due to the availability and non-availability of teaching resources. When asked about the essential factors SASL teachers think about when they plan their teaching, a SASL teacher from a well-resourced school commented as follows:

"*The senior management team* [SMT] *supports us by getting us things* [instructional materials] *such as DVDs players, laptops, and all the required materials that are useful in teaching SASL.*" (Audrey). Another SASL teacher commented:
"*Sign language is a high tech area, it needs technology. Without technology is difficult, it can be done though, but it is difficult, because CAPS emphasis on visual reading, it means you need to project things and to show them. If you don't have the technology, how you will show them? You will have to think of a new strategy and plan according to it*" (Giselle). As indicated in the comments, the support of the school management through the allocation of appropriate resources helped teachers in their teaching of SASL. The teachers were able to integrate technology into classroom pedagogy. The SASL teachers use laptops and DVD in teaching SASL because technology is important in students' education. Integrating technology into SASL curriculum enhances and extends the teaching and learning experiences for teachers and learners. Teachers found that using a laptop to play a DVD was a useful way to practise visual reading of a signed text.

The study's findings indicate that resources such as technology are the factors that impact the SASL teachers' pedagogical strategies. SASL teachers asserted that they are able to use a variety of the teaching strategies in a classroom, where there are adequate SASL resources

and materials. In addition to resources and materials, the experiences and perspectives of SASL teachers have an impact on how the teachers planned their classroom lessons.

7.5 Teacher's experiences

The gathered data has indicated that the experience of the SASL curriculum implementers is a factor that influences SASL teachers and teaching-assistants in determining their teaching approaches. The experiences identified in the data related to best and worst experiences in the SASL classroom, changes made and lessons learned during the implementation of SASL CAPS. Some SASL teachers indicated that they had more positive experiences teaching SASL subject than negative experiences. Other SASL teachers had more negative than positive experiences. These experiences, according to data from the interviews, had an effect on SASL teachers' choices of teaching strategies.

7.5.1 Best experience

When SASL teachers and teaching assistants were asked what their best experiences were during the teaching of SASL that affected their next lesson planning, comments were recorded as:

"*… I was thinking about music, and when I looked in South Africa there isn't much. Then, I checked ASL on google and I was intrigued and excited. I said to the learners: we need to do our own music, lets sign a song. We all agreed, and it was exciting, and we started and we all worked together. That gave me goose bumps. It was exciting and we did it. I no longer look at ASL literature during my lesson planning, but plan according to what I believe my Deaf learners and I can do, what we experienced. My strategy is to involve Deaf learners more in the teaching and learning processes in the SASL classroom than before*" (Gianna).

The teaching assistant regards the above situation as one of her best experiences during the teaching of SASL. From what she is saying, the study can conclude that the experience she had has impacted on her teaching. Her new strategy after the experience is to invite and encourage SASL learners to actively participate in learning of the content. The learners become active participants in their education. The teaching assistant has created a learning environment that allows her class to sign, listen, visually read and reflect as they approach the

course content. A change in teaching strategies is also evident from SASL teachers and teaching-assistants who reflected on their worst experiences while implementing SASL CAPS.

7.5.2 Worst experience

When asked what their worst experiences were during the teaching of SASL subject, a teacher responded:

"*My worst experience, the difficulty was early this year. It happened that a hearing boy was admitted to the school and into my class. He couldn't sign. Not sign at all, he is oral, he uses speech. And I strongly expected that everybody in Grade Nine must know SL and be able to pass the language test, but how will this learner manage to pass? Last year I had a good pass rate on SL, and this year I am afraid. It might be bad as I change my teaching strategies to accommodate the new non-signing learner. Having someone who can't even use basic signs in my class where I am teaching Sign Language in-depth is a challenge. Now I have to sign mouth words and write on the board; something I don't do when everyone in the classroom knows and understands Sign Language*" (Fana). The comment above indicates that the SASL teacher's experience while teaching Grade Nine learners SASL had an effect on her teaching strategy as she wanted to accommodate a learner who came into her SASL class with no knowledge of SASL. The teacher's determination to accommodate him compelled her to change her teaching approach from using SASL only, to a communication system called 'total communication'. Instead of using the target language SASL, she is using a Signed Exact English[45]. That is, she was signing and speaking English at the same time.

Summary: The implications of factors on teachers' pedagogical strategies

This chapter presented data collected from the 26 SASL teachers and Deaf teaching-assistants who were interviewed. The themes, the implications of the teachers' experiences and perception on their pedagogical strategies was discussed.

[45] Signed Exact English (SEE) is a system of manual communication that matches signs with the English vocabulary and grammar. The signing in SEE is based on the morphemes of English words.

The findings and the analysis are based on the background of the research, research questions and literature reviewed as presented in Chapter Two. Data from the interviews and document analysis confirmed that SASL CAPS was being actually implemented in schools for the Deaf according to the DBE's implementation plan. The majority of SASL teachers and teaching-assistants held positive attitudes towards the implementation of SASL as a school subject. The chapter further indicated that there were challenges faced by these teachers during the introduction of SASL CAPS in schools for the Deaf.

CHAPTER EIGHT

Analysis and discussion of the findings: Factors facilitating successful implementation of SASL curriculum

Introduction

In this chapter, I discuss factors that were found to facilitate the teaching of SASL as a subject in schools for the deaf in Gauteng Province of South Africa. These facilitating factors came from the interview data with SASL teachers and their teaching assistants. The SASL teachers and teaching assistants narrated their experiences and perceptions during the time when SASL was introduced as a home language subject. The focus of my research study was to gain insight into the SASL teachers and teaching assistants' experiences and perceptions of teaching SASL in the classroom. As I stated in the introduction chapter, it was the first ever implementation of SASL as a first language following an official curriculum in South African in 2015, so the difficulties encountered were new to everyone, and particularly for the SASL teachers and the Deaf teaching assistants. My research study set out to describe and capture the challenges and successes of the implementation process of this innovation from the perspective of the SASL teachers and Deaf teaching assistants. In this chapter, the data is discussed in light of the available evidence in the literature on curriculum implementation.

I highlight the central issues namely, factors that facilitate and factors that hinder the successful implementation of the SASL curriculum in schools for the Deaf in Gauteng, South Africa. These issues prevail throughout this phenomenological research study, in order to present a network of findings. The findings can be used to find possible solutions to challenges faced by SASL teachers and teaching-assistants when implementing SASL curriculum. I found connections between teacher-related factors, such as training, subject matter knowledge, emotions and motivation, as well as contextual factors such as time of teaching, support structures and the availability and accessibility of teaching and learning materials. The factors worked together to help the SASL teachers and teaching-assistants to implement the SASL subject curriculum effectively, or not, in the classroom.

The factors that facilitated the implementation of SASL CAPS are adequate training for SAS teachers and teaching-assistants, good teacher subject matter knowledge, sufficient time for

teaching SASL, adequate teaching and learning support materials (LTSM), sufficient support structures, good school leadership, and positive teacher and teaching assistant attitudes towards SASL. Factors that hindered the implementation of SASL CAPS were found to be mostly the opposites of the above patterns. The inhibiting factors thus included inadequate training of SASL teachers and teaching-assistants, poor teacher subject-matter knowledge, insufficient instructional resources, and negative attitudes towards SASL subject.

8.1 Facilitating factors

In the data collected through interviews with participants, I observed patterns in what the SASL teachers and teaching assistants were saying about their experience of SASL curriculum implementation. I then grouped the patterns under facilitating factors, inhibiting factors and the implications of the factors on SASL teachers' pedagogical strategies. In this section I analyse and discuss factors that facilitate the successful implementation of the SASL home language curriculum.

8.1.1 Adequacy of the training SASL teachers and teaching-assistants received

As made explicit in the data presentation, I asked participants whether they had received enough training relating to the implementations of SASL CAPS. All 13 SASL teachers agreed that they did at some stage receive training from the Department of Basic Education and other training service providers such as Wits, UFS, and SLED. I found that SASL teachers used the other training institutions to supplement the DBE training workshops. Data reveals that the SASL teachers took charge of their professional development and sought a range of avenues through which to gain the competencies they needed. I emphasised that the focus was on the training workshops that the DBE provided, because these included SASL teachers from all the schools for the Deaf in South Africa at the same time and the DBE is the official overseer of the curriculum implementation in South African schools. Five of the 13 SASL teachers stated that the DBE training was enough, because it equipped them with the necessary skills for SASL teaching. Eight of the 13 SASL teachers, however, indicated that the DBE training was not enough for them to successfully implement the SASL subject curriculum.

The 13 Deaf teaching assistants were also asked for their perceptions on the training they received. Ten of 13 Deaf teaching assistants responded that the training was enough for them as assistant SASL curriculum implementers, because it equipped them with the necessary skills for supporting the SASL teachers in teaching SASL. Yet three of the 13 teaching assistants argued that the training they received was not enough for them as implementers of the SASL curriculum. They insisted that the training was too short in duration, where not much content was covered. They were left unable to implement the SASL curriculum.

All the 26 participants stated that 'training' was the primary factor facilitating the successful implementation of the SASL curriculum in schools for the Deaf. The training the SASL teachers received empowered them in teaching SASL. The SASL teachers were aware that they needed to implement the SASL curriculum successfully, so they attended the training workshops provided by the Department of Basic Education (DBE). The training of teachers in SASL pedagogy emerged from data as an important factor in the successful implementation of curriculum. The DBE has taken the importance of training into account when preparations were made for the introduction of SASL CAPS in schools for the Deaf in South Africa. All the SASL teachers and teaching-assistants who were tasked with the implementations commented that training on SASL pedagogy is a key requirement for the effective implementation of the SASL curriculum in schools for the Deaf, particularly because the language is now an examinable subject. This finding is in line with international research. Lucas (1972) and Gutyon and McIntyre (1990) assert that teacher training is an important component of curriculum implementation. It (training) is one of the most significant moments in teacher education (Wilson, Floden & Ferrini-Mundy, 2001; American Association of Colleges of Teacher Education, 2010). Through the training, Lucas (1972) emphasises, teachers are prepared for the implementation of a programme. Teacher training prepares teachers in academic contents as well as pedagogical content. Generally, as Omondi (2014) pointed out, the emphasis on training is to equip teachers with adequate competencies in both pedagogical content and academic contents that prepares teachers for the challenges of implementing a programme in modern life.

This thesis corroborates general educational literature on curriculum implementation. Kathleen (2005) found that training programmes can improve teachers' knowledge, attitude and readiness to offer programmes to their students. A study conducted in Tanzania concluded that training of teachers in Tanzania has boosted their confidence and ability to

transfer knowledge to students (Louis & Arcand, 2010). My finding about the importance of training is also confirmed by Education International. In 2005, Education International conducted a survey study in selected sub-Saharan African countries and stated that greater emphasis needed to be put on teacher training both at pre and in-service stages if a curriculum was to be successfully implemented (Education International, 2006).

Yet, this thesis also indicates that the training was insufficient in terms of content, quality and time. The finding reflects that there is still a need for SASL teachers and teaching-assistants to experience more adequate training in order to implement CAPS well. The data reflected that a slight majority, that is, fifteen of the 26 participants, experienced the training as sufficient for them to implement the SASL curriculum. The 15 participants comprised five teachers and 10 teaching-assistants. Of the five SASL teachers, two are Deaf, two are hearing and one is hard of hearing. All the 10 teaching assistants are Deaf. They (teaching-assistants) expressed happiness with the training which they received. A smaller number (11 of 26) of SASL teachers and teaching-assistants experienced the training as insufficient for effective curriculum implementation. The 11 participants who stated that the training was insufficient included three teaching-assistants and eight SASL teachers. It is worth noting that of the 13 SASL teachers interviewed, five teachers gave the training the thumbs-up and eight gave it the thumbs-down. The eight SASL teachers who felt that the training was not sufficient in terms of time, included four hearing, three Deaf and one hard of hearing.

In my opinion, the reason that more teaching-assistants (10 in total) than SASL teachers (five in total) found the training sufficient, may be that most of the teaching-assistants were attending a national training for the first time, and had no previous experience of a training of such a magnitude. The SASL teachers, on the other hand, have attended trainings at college and university level (though they did not specifically train on SASL pedagogy), hence were able to express their views on the DBE training based on their experience of attending other training workshops in the past.

This section presents an analysis of the factors that SASL teachers and Deaf teaching assistants experienced as facilitating the teaching of SASL subject. I have use the diagram to summarise each factor cited by the teachers and teaching assistants. In the diagrams, the balloon with the higher number is up and the balloon with the low number is down.

Figure 4: Evaluation of training received

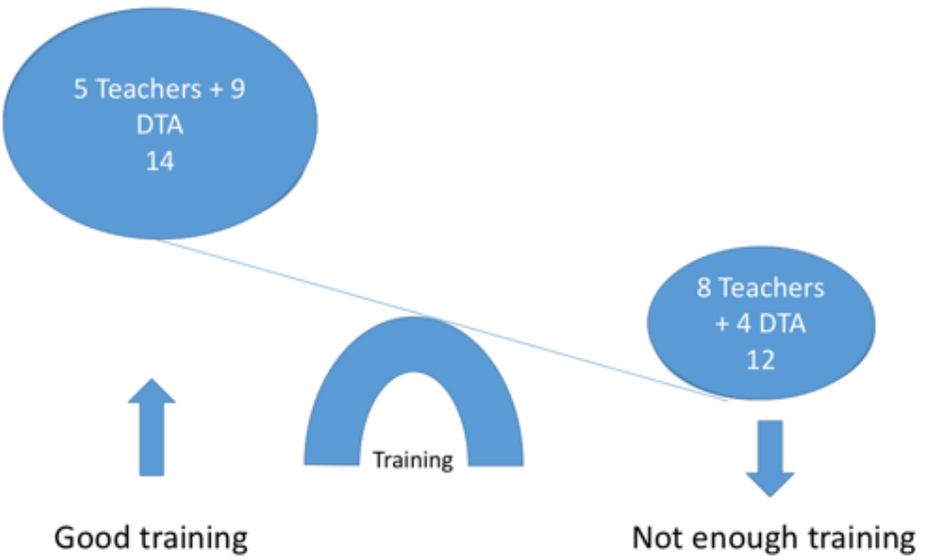


Figure 4 above includes all the SASL teachers and teaching assistants who received training. The majority, (i.e. fourteen of the 26) experienced training as sufficient, while the minority (twelve of the 26) felt that the training was not sufficient to equip them with the necessary skills for teaching SASL. It is worth noting that nobody said the DBE training was bad. "Not enough" means they want more, which means they think it is worth having.

It appears to me that the implementation of SASL CAPS requires all role-players: the DBE, the teachers, teaching assistants, school management teams, school governing bodies and support staff – to work collectively in order to create an atmosphere that enables successful delivery of the SASL curriculum. Regarding the training of SASL teachers and teaching-assistants, much work still needs to be done to ensure the successful implementation of the SASL CAPS in schools for the Deaf. Obviously, one of the works still needed is on-going in-service training of SASL teachers and Deaf teaching assistants.

Everybody agrees that training in SASL pedagogy is required to support the teachers and teaching-assistants in the implementation of SASL CAPS. Yet there is less agreement about the amount and duration of the training. During the interviews, eight out of 13 SASL teachers indicated that the training was not enough for them to successfully implement the SASL

CAPS. Some of the reasons cited were that the training was not intensive enough to empower them with the necessary tools required for the teaching of SASL as a subject. One SASL teacher, as mentioned in Chapter 5 for example, argued that to teach other languages such as English, isiZulu and French, one is required to study the languages and their teaching methodologies for at least four years at an institution of higher education before entering the classroom as the language teacher. However, for SASL, they only received a few weeks' training before they started teaching the language as a subject in schools. In my view, for SASL teachers and teaching-assistants, a carefully planned and delivered pre-service teacher training is of utmost importance for effective implementation of the SASL curriculum.

A mere content update through a two-week training prior to the implementation of SASL CAPS in schools for the Deaf did not sufficiently enhance the SASL teachers and teaching-assistants' effectiveness in curriculum implementation. Like teachers of other languages such as isiZulu, Sepedi and English to name a few, SASL teachers and teaching-assistant require a comprehensive training in the areas of curriculum implementation, classroom management, SASL pedagogy, assessment, skills development and assessment. According to Baker-Shenk and Cokely (1991), the need for Sign language teachers to exchange ideas and information with each other and to receive training in methods that could be used for teaching Sign language cannot be overemphasised.

Table 8.1: Training SASL teachers and teaching assistants received

Comments	SASL Teacher	SASL Teaching Assistants
Sufficient	39% or (5/13)	77% or (10/13)
Insufficient	61% or (8/13)	23% or (3/13)

Table 8.1 reveals a big difference between SASL teachers and Deaf teaching assistants (DTA) regarding how they perceived the training. The number of DTA who indicated the satisfaction with the training is significant. It is, however, assumed that SASL teachers, due to their academic and professional qualification, are team leaders in this team-teaching model, so their dissatisfaction with the training is worth noting. Research studies conducted by Mohd Meerah et al. (2010) and McGee (1997) found that to ensure the effective

implementation of curriculum, teachers need to be well-trained, highly motivated, dedicated, as well as professionally competent in SASL content and pedagogy.

SASL teachers and Deaf teaching assistants, like any other teacher implementing a curriculum, are supposed to attend enough training workshops, because these play important roles in the implementation of SASL CAPS. Different types of workshops, such as pre-service as well as in-service training can empower SASL teachers and teaching assistants in successfully implementing SASL curriculum. Brindley and Hood (1990) observed different types of training that are necessary for successful implementation of a curriculum. They mention pre-service training, in-service training, and an on-going training. According to Brindley and Hood (1990), pre-service is done before the start of the formal teaching work, in-service is conducted during a break in the teachers' work schedule, and on-going training is conducted throughout the teaching practice. The findings of this research study indicate that SASL teachers and teaching assistants received training, but it was not enough since they received only what I call induction and in-service programmes. However, it must be noted that induction programmes are not bad. Goldblatt & Smith (2005) have observed that induction workshops provide a transition from supportive teacher pre-service training to the formal implementation of the curriculum by providing new teachers with additional training. In addition, the in-service training acts as an impetus for teachers for a smooth beginning in the implementation of SASL CAPS.

For the SASL teachers and teaching assistants, training that is sufficient includes pre-service, in service and on-going, to empower them with the necessary knowledge and skills for the implementation of SASL curriculum. Furthermore, good in-service training is supposed to cover more areas related to SASL so that teachers would use that information in the implementation. Nevertheless, in-service training needs to be continued during the implementation of the SASL curriculum for the teachers to keep abreast of the developments throughout the implementation. That in-service training should continue, concurs with Brindley and Hood (1990), who have claimed that an ongoing in-service training constitutes an important component of any implementation. This view of Brindley and Hood (1990) is consistent with the views of Shiundu & Omulando, 1992; Okumbe, 1998; Ilondanga, Oracha, Othuon, Simatwa, 2015, who stated, in slightly different words, that teachers implementing a curriculum should adopt the philosophy of lifelong learning in their own professional activities to keep abreast of new developments in knowledge. What the data in my research

study reveals is that, in addition to enough training, good subject matter knowledge facilitates the successful implementation of the SASL curriculum.

8.1.2 Good teacher subject matter knowledge

It emerged from the interviews with SASL teachers that their subject matter knowledge influenced the form and content of their teaching . Data indicate that seven of the 13 SASL teachers and two of the 13 Deaf teaching assistants have the necessary theoretical and practical educational knowledge of SASL. Four of the seven SASL teachers have studied SASL at the B.Ed honours level, while three studied SASL at the PGCE/ACE level. Two of the 13 Deaf teaching assistants studied SASL at the NQF level 3/5.

Table 8.2: SASL teachers and teaching assistants' qualifications in SASL

Qualification in SASL	SASL Teachers	Deaf teaching-assistants
B Ed Hons	4	0
PGCE/ACE	3	0
NQF 3-5 (Grades 8 – 10)	0	2
No SASL Qualifications	6	11
Total	**13**	**13**

Table 8.2 shows that only nine of the 26 participants have studied SASL (theory and practical aspects) between NQF 3 and B.Ed honours levels. The ACE, PGCE and B.Ed honours qualifications were received from the University of the Witwatersrand. I am aware that modules specific to SASL subject are included in the ACE, PGCE and B.Ed honours as I work at the institution. The table above only evaluated the qualification of SASL teachers and Deaf teaching assistants who attended formal courses that specialised in SASL theory and practical.

The fact that some SASL teachers felt effective with the SASL lessons and learners eagerly participated in the teaching and learning process is an indication that one of the facilitating factors is knowledge of the content. Successful performance of teachers and learners show that some SASL teachers and teaching-assistants are excellent in dealing with the content

areas. From my casual observation while waiting to interview Giselle, it appeared to be excellent, because she was knowledgeable about what she was teaching. In this research study, subject matter knowledge was found to be a significant factor in the successful implementation of SASL curriculum in schools for the Deaf. This finding is supported by research studies conducted by Cohen, (1990); Davis, (2003); Powell & Anderson, (2002); and Treagust & Treagust (2004), who showed the crucial roles played by teacher subject knowledge in the way a teacher teaches in the classroom. They claim that the content knowledge teachers have is central to their ideas about their teaching practice. They assert that without subject content knowledge, the teaching practice is likely to be superficial (Powell & Anderson, 2002). Overall, the results on teacher knowledge showed that teachers have good basic knowledge of the SASL curriculum. The teachers and teaching assistants' knowledge of the SASL curriculum may be attributed to their reported familiarity with the new curriculum through numerous SASL CAPS workshops organised by the DBE and non-government organisations such as SLED, WITS and University of the Free State. Most (20 of the 26) teachers reported having and using the SASL CAPS document. This reasoning is supported by many research studies (Powell & Anderson, 2002; Schneider, Krajcik & Blumenfeld, 2005), who have stressed the importance of providing teachers with curriculum materials. Bonga has put the significance of the teacher's subject matter knowledge more succinctly when he stated: "If anything is to be regarded as a specific preparation for teaching, priority must be given to a thorough grounding in something to teach" (Ball & McDiarmid, 1990, p. 1).

In the context of SASL curriculum, a thorough grounding of communicating in SASL, plus knowledge of the structure of SASL, is the subject matter knowledge that SASL teachers and teaching-assistants must have to effectively implement SASL CAPS. There are two aspects to SASL subject matter knowledge: first is the fluency in signing / speaking the language. Without this "speaking" skill, it is impossible to teach SASL to Deaf students. A teacher cannot teach what he/she does not know. Second is a theoretical understanding of how the grammar/internal logic of the language works and the history of how it evolved. This understanding is useful for explaining to Deaf learners how particular signs came to be used, how they relate to one another, what changes in different dialects of SASL, and why certain signs are shaped as they are. Understanding SASL in theory and practice are an essential component of teacher knowledge. If "teaching entails helping others learn, then understanding what is to be taught is a central requirement of teaching" (Ball & McDiarmid,

1990, p. 1). In addition to the subject matter knowledge, the other factor that was found to facilitate the teaching of SASL is 'time'.

8.1.3 Sufficient time for teaching SASL

In most classrooms, the recommended amount of time was allocated to the teaching of SASL. In Grade One, SASL as a subject is allocated 5.5 hours a week, and in Grade Nine, it is allocated five hours a week. This is the allocated time which is available for teaching and learning SASL in the grades per week. The question is whether SASL teachers and teaching-assistants have enough time to cope with all that is involved in curriculum implementation? Some teachers, particularly in Grade Nine, stated that enough time for planning and implementation was important for successful implementation of the SASL curriculum. This finding is consistent with previous research (Schagen & Hipkins, 2008, SSS, 2009, Sinnema, 2010), which indicated that the teacher's greatest need was for more time. In New Zealand, time for implementation of a new curriculum continued to be an issue raised by schools as facilitating their progress towards fully giving effect to new curriculum (SSS, 2009, p. 144). If time is adequate for the presentation of a subject, the implementation of the curriculum is likely to be successful. This view is supported by a study conducted by Samia (2013), which states that adequate allocation of time for conducting the class was found to facilitate education. As stated by Orstein and Hunkins, (2013); Fullan and Pomfret (1977) cited by Okoro (2011), effective implementation of curriculum requires time.

Table 8.3: Evaluation of the time for teaching SASL

	SASL Teachers	Deaf teaching-assistants	**Total**
Sufficient time	9	12	**21**
Insufficient time	4	1	**5**
Totals	**13**	**13**	**26**

The table above shows how most SASL teachers and teaching-assistants felt that the time for implementing SASL CAPS was enough. Almost all the teaching-assistants were satisfied with the teaching time for SASL subject, while most teachers, nine in total, felt that the time was enough. The combination of SASL teachers and teaching-assistants who felt that the

time for teaching SASL was sufficient is considerably higher than those who experienced the time for teaching SASL as insufficient.

In addition to 'enough time for teaching SASL' 'teaching experience' was observed to be a factor facilitating the successful implementation of the SASL curriculum. The SASL teachers with more years of teaching SASL as a subject showed a higher degree of confidence in implementing the curriculum. This is in line with the proverb 'practice makes perfect'. A participant justified this when she stated; "*I've been teaching it* (SASL) *for a long time* (6- 10 years) [...] *now I have ideas from my experience how to help my learners understand the lesson content when I teach the current SASL CAPS.*" The participant's statement about the usefulness of her experience is confirmed by research. Saunders (2000, cited in Quan-Baffour and Arko-Achemfour, 2008) states that effective teachers at a mature stage of development tend to know their subject matter well, use pedagogies appropriate for the content, and reflect on their students' responses. According to Saunders, teachers experienced in teaching their subjects also create and sustain an effective learning environment and show that they care about their students. This research study found that experienced SASL teachers (those teachers who already taught SASL before the official implementation), understood the intention of the SASL curriculum, the relationship between the curriculum statement and learners' work. They also had the confidence to draw from a wider range of curriculum materials. According to my informal observation during the interviews, experienced teachers seemed to demonstrate higher levels of pedagogical content knowledge, but also needed updating in new curriculum content and pedagogies.

Table 8.4: SASL teaching experience

Years	SASL teachers	Teaching-assistants	Total
0 - 2	10	11	21
2 - 4	2	1	3
Above 4	1	1	2
Total	**13**	**13**	**26**

Table 8.4 above shows that only five (19%) of the 26 participants (three SASL teachers and two Deaf teaching-assistants) had experience of teaching SASL prior to the SASL CAPS

implementation in schools for the Deaf as they indicated in their biographical details forms. This means that, with such a teaching experience, the three SASL teachers and the two teaching assistants are seemingly in a better position to successfully the implement of SASL curriculum than teachers with less SASL teaching experience. Their experience in teaching SASL was therefore likely to have improved the implementation of SASL. However, having taught SASL before the language was introduced as a subject in 2015 does not mean that they are better teachers than those who started teaching SASL in 2015.

Twenty-one (81%) of the SASL teachers and teaching-assistants began to teach SASL only when SASL CAPS was officially introduced in schools for the Deaf in 2015. At the time of the research study, they had slightly less than two years of experience in teaching SASL as an examinable subject. Borg (2003) contends that teachers' past experiences contribute to their behaviour when they are in the classroom. He further argued that different experiences in the teachers' lives are usually prominent in the improvement of teaching styles. Experiences were also considered important by Nazarana (2012) who conducted a study in KwaZulu-Natal. The participants in this case-study highlighted the importance of their experiences as they teach SASL as a new school subject. Bheki, Dafiyah and Fadheela are the three SASL teachers who indicated that they taught SASL for between two to three years before the official SASL curriculum was introduced in 2015. Dladla and Fana are the two Deaf teaching assistants who indicated that they taught SASL for two to three years before the official SASL curriculum was introduced in schools for the Deaf. (see their profiles on Table 28 on page 138).

8.1.4 The availability of learning and teaching support materials (LTSM)

SASL teachers and teaching assistants were asked about the availability of the learning and teaching support materials for their SASL teaching. The table below summaries their responses.

Table 8.5: Evaluation of the availability of LTSM

Comments	%
Available	69% of teachers and TA
Not available	31% of teachers and TA

Table 8.5 gives a summary of the SASL teachers' opinions of the learning and teaching support materials. The majority of participants had positive views about the list of the LTSM stated in the SASL curriculum document. The SASL teachers and teaching-assistants felt that the document guided them in lesson planning which made it easy for lesson delivery. However, Powell and Anderson (2002) point out that the curriculum materials alone cannot mean the successful implementation of the curriculum.

8.1.5 Adequate learning and teaching support materials (LTSM)

Accessibility and availability of the learning and teaching support material such as video cameras, iPads and artefacts among others are critical factors that support the successful implementation of SASL as a subject. Therefore, SASL teachers were asked their perceptions on the availability of the learning and teaching support materials. Nine of the 13 SASL teachers stated that the availability and accessibility of SASL instructional materials at their schools facilitated the successful curriculum delivery. This is supported by the findings of Miller and Seller (1990), who asserted that instructional materials are critical ingredients in learning and intended programme cannot be easily implemented without them. The LTSM provide information and opportunities for students to use what they learned. Miller and Seller (1990) concur with Wilkins (1974) that without LTSM and facilities, the teacher may not be able to set the objectives that she would like students to attain. This would mean that students cannot be taught using the most suitable methods. Literature shows that curriculum implementation can succeed if it is resourced with quality LTSM (Ball & Cohen, 1999). Collopy (2003) and Walberg (1991) found that the presence of appropriate LTSM has a positive impact on the success of curriculum implementation and on student learning.

Figure 5: Evaluation of LTSM

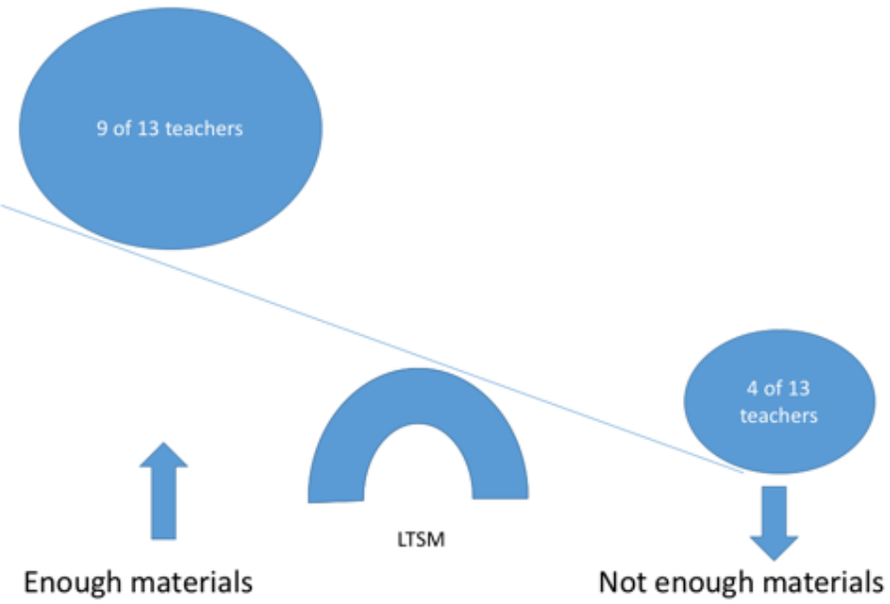


Figure 5 shows the SASL teachers' views on LTSM. Interestingly nine of 13 SASL teachers commented that they have enough teaching and learning support materials to implement SASL CAPS. They confirmed that the hardware and software provided the necessary support for teachers to successfully implement the SASL curriculum. The nine SASL teachers who felt that the LTSM provided by the DBE through the schools were enough, included four Deaf teachers, four hearing teachers and one hard of hearing teacher. Yet, four of the SASL teachers, who included two hearing, one Deaf and one hard of hearing teacher, confirmed that although they had materials, it was not enough for the successful implementation of the SASL curriculum. Bheki attested to this when he said that has a laptop, but needed each learner to have a tablet so that they could integrate technology into their learning.

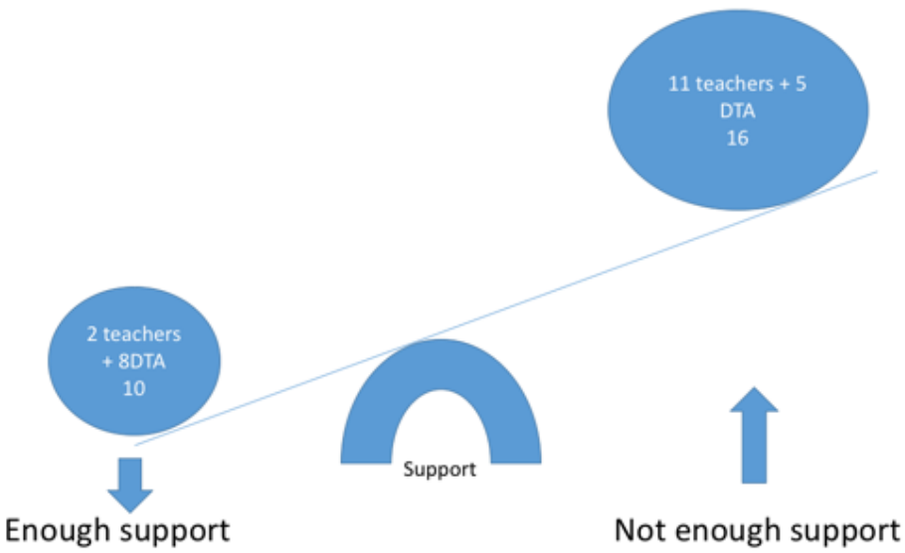
The literature (see Mbatha, 2016) confirms that teaching and learning resources are essential to the effective running of an education system. The DBE in Mbatha (2016) asserts that LTSM are an integral part of curriculum implementation. Research studies by Okoro, 2011; Bergess, Robertson & Patterson, 2010) confirm that the implementation of a new curriculum requires the involvement and support of different people (teachers, students, principals, parents, curriculum developers, education officers, academics) who coordinate and work together during the implementation to reduce any problems.

8.1.6 Sufficient support structures

The second theme involved support and leadership as fundamental factors to successful implementation of the SASL curriculum. SASL teachers and teaching-assistants indicated that continued support from the DBE, school principals and management as well as the community in which the school is situated are all fundamental to successful implementation of the SASL curriculum.

The SASL teachers and teaching-assistants experienced support differently. Eight of the 13 teaching assistants interviewed commented that they received good support from the schools in their teaching of SASL subject. They cited that they received support from principals who gave them opportunities to be part of the SASL teaching team. The teaching-assistants commented that HoDs provided advice and guidance. They added that the DBE included them in the training for the implementation of the SASL curriculum. They stated that SASL teachers collaborated with them. Two of 13 SASL teachers agreed with the teaching-assistants with regard to the support they received. The two SASL teachers commented that the support they received from the school management is good. They argued that the support of the school management motivated them to work harder in the implementation of SASL CAPS. Interestingly, the two SASL teachers who acknowledged that they received good support are from the same school. One is Deaf and one became hard of hearing while already in the teaching profession.

Figure 6: Support the SASL teachers and teaching assistants experienced



At the opposite side of the pole, 11 SASL teachers and five teaching-assistants commented that they did not get enough support from the DBE, schools, community and colleagues. The 11 SASL teachers who did not experience enough support comprised six hearing, four Deaf and one hard of hearing. The examples highlighted by the 11 SASL teachers included the lack of subject advisors, shortage of resources for SASL teaching and learning, most of the parents not being engaged in the SASL subject implementation, e.g. they are not fluent enough in SASL to help Deaf children with homework, and finally, colleagues working in isolation, where no meetings for teachers in the same school to meet and share their SASL teaching experiences existed. From what the teachers said, I could conclude that the school leadership seems to lack the strategy to support the implementation of the SASL CAPS and to translate the importance of effective teaching and learning into classroom excellence. Principals from schools for the Deaf seem not to be taking the SASL subject as seriously as they take English. Fadheela revealed this demotivating situation when she said that her principal demanded that she gives more teaching hours to English, even though it is allocated fewer hours than SASL in the curriculum policy.

Table 8.6: SASL teachers and teaching assistants' views on support

Comments	SASL Teacher	SASL Teaching Assistants
Sufficient	15%	62%
Insufficient	85%	38%

Table 8.6 presents an overview of the extent to which the SASL teachers and teaching-assistants experiences 'support' from the stakeholders (DBE, school leadership, colleagues and parents of Deaf learners) in the SASL curriculum implementation. The findings show that the SASL teachers and teaching-assistants have different experiences with support. There seems to be bias in the way support is given to the SASL CAPS implementers. As data from the interviews show, teaching assistants are given guidance and support by the school leadership, while the SASL teachers feel that they are being neglected by the school leadership.

The teachers and teaching assistants, as implementers of the SASL curriculum, deserve support from all the stakeholders in curriculum implementation in order to successfully implement the policy. There should be collaboration and synergy among the stakeholders in the SASL CAPS implementation. The DBE, for example could action their policy equitably by providing subject advisors for SASL as it is done with other examinable school subjects. All the teachers interviewed pointed out they have never heard or met subject advisors for SASL. Subject advisors are important in supporting teachers as per the guidelines set by the Department for all school subjects. In this way, SASL teacher and teaching assistants will be strengthened in effectively delivering the SASL curriculum.

School principals can support SASL teachers by motivating teachers and learners in their schools by being in the forefront of the curriculum implementation. They should ensure that teacher have all the requisite SASL curriculum and assessment documents and other resources. Previous research studies, for example by Sharmila and Beular (2015), confirm that the principal's support and leadership are fundamental to successful curriculum implementation. Teachers and teaching assistants pointed out that continued support by the principal in the provision of resources encouraged the teacher to strive for excellence in teaching.

In addition to the support from the principal, Genevieve commented that strong parent and community support motivated her in the delivery of the SASL curriculum. This support from parents and community is confirmed by literature. Mbatha (2016) states that education is a social phenomenon. Mbatha believes that the shared responsibility involved in education translates into a child who is developed holistically i.e., develops a strong character, good marks, good morals, and healthy ambitions. Schools have a responsibility for engaging parents and communities in improving learners' performance. The community can be a positive force in SASL curriculum implementation in the schools for the Deaf. Parents in particular should supervise learners' work at all time, while in the process collaborating with the school.

SASL teachers also emphasised teacher collaboration as an important form of support in the implementation of SASL curriculum. Adam pointed out that he would call his colleague to discuss a lesson he found difficult to prepare. They would share strategies/approaches to the materials teaching SASL. Literature (Sharmila and Beular 2015) has proved that teacher support and teacher collaboration is a significant factor in successful curriculum implementation.

All the SASL teachers and teaching-assistants agreed that a positive environment characterised by teacher support and collaboration, SASL visual learning and support materials and positive attitude about SASL from everyone helped them to strive for success in their implementation of SASL CAPS. Brown (1994) emphasised the importance of an environment conducive to language learning. This finding corroborates the literature on curriculum implementation. Buabeng-Andoh, 2012 and Ottestod, 2013 (cited in Sharmila and Mitchell, 2015) state that at the core of the implementation of the curriculum change is the teachers' demonstration of support and collaboration in the sharing of resources and expertise among themselves as they strive to attain the goals of the new curriculum. Storbeck (2016, p. 395) found that the key to creating a supportive Sign language environment is to "ensure that it (the environment) is totally accessible through sign language, and in the South African context through South African Sign Language". This means that the teachers of the Deaf and all the people around the Deaf learners need to be skilled users of SASL (Storbeck, 2016). And finally, support and collaboration should be coupled with a positive teacher attitude towards the new curriculum.

8.1.7 Good school leadership

Sixteen of the 26 SASL teachers and teaching-assistants stated that they received support from the principals in their implementation of the SASL curriculum. Fadheela, an SASL teacher from School F asserted that the principal of her school claimed ownership of the SASL curriculum implementation and she (the principal) proved to be a motivating factor. Dladla, a teaching-assistant from School D stated emphatically that his principal provided the resources needed, and made herself available as a source of advice and direction. For Dladla, the principal served as an exemplar. The views of SASL teachers and teaching-assistants who spoke positively about the principal as a key figure in their motivation to implement SASL successfully, is supported by research. Van der Horst and McDonald (2001, p. 192) noted: "the school principal, as a key figure around which much of the school's activities revolve, to a great extent determines the school's success or failure when change is implemented". According to Briggs and Sommefeldt (2002), a good principal knows how to manage and lead the process of curriculum implementation.

Table 8.7: Quality of Curriculum implementation leadership

School	Criteria	SASL Teachers	Teaching-assistants
School A	Helpful Distant	2	2
School B	Helpful Distant	2	2
School C	Helpful Distant	1	1
School D	Helpful Distant	2	1 1
School E	Helpful Distant	2	2
School F	Helpful Distant	1 1	1
School G	Helpful Distant	1 1	1

Table 8.7 shows that in Schools A and B, two SASL teachers and two Deaf teaching assistants were satisfied with the support (help) they received from the leadership. In one school, School C, SASL teachers and Deaf teaching assistants were dissatisfied because the leadership was distant. In the other four schools, teachers and teaching-assistants gave a mixed responses. For example, in School D two teachers and one teaching assistant felt that the leadership was helpful but one teaching assistant felt that the leadership was distant.

School principals need to ensure that they have the necessary policy documents, circulars and guidelines on hand to support the teachers tasked with the implementation of a curriculum. As an instructional leader, "the principal provides curriculum direction for the team, inspires and energises the team, motivates and mediates educational policy to the team, mentors and supports the team and monitors their progress" (Mason, 2004, p. 21).

8.1.8 Positive teacher and teaching-assistant attitudes towards SASL subject

Although the figure below shows levels between love and indifference towards, twenty-three of the 26 SASL teachers and teaching-assistants expressed agreement that the SASL CAPS was necessary to keep up with the changes in education. The other three hearing teachers felt that SASL should not take priority over English, as English has been the primary language in schools for the Deaf before the introduction of SASL CAPS as a home language for Deaf students. Some of the general comments from teaching-assistants were: "*I feel good about supporting the teacher and teaching SASL subject*" (Dladla). Another teaching-assistant asserted: "*The teacher and I feel positive about SASL. I believe knowledge of the language will open ways for our Grade Nine class*" (Audrey). Some SASL teachers also expressed positive sentiments: Bheki: "*I feel motivated because previously deaf learners never had an opportunity to learn their language, so that makes me committed to seeing deaf learners succeed just like all their hearing peers*" Another SASL teacher called Catherine said: "*I feel great about SASL subject. I think Sign Language will help deaf children achieve their education goals; if they have a basic foundation of a language maybe they can also pass other subjects*". Dabula, another SASL, teacher expressed her sentiment: "*I am excited about SASL subject. I believe SASL is important to Deaf children because it is their most accessible language*". Sharmila and Mitchell (2015) found that the teachers' belief and motivation in the importance of curriculum implementation propelled them to address obstacles encountered and to make great effort to achieve the goals of the curriculum. The result of my

research study was that there is continued implementation of SASL CAPS in spite of the challenges. Dabula stated: "*I believe SASL is important to Deaf children. It is not my first language, it is my third or fourth, but as SASL teacher I embrace it for my class.*"

Figure 7: SASL teachers and teaching-assistants attitudes towards SASL subject

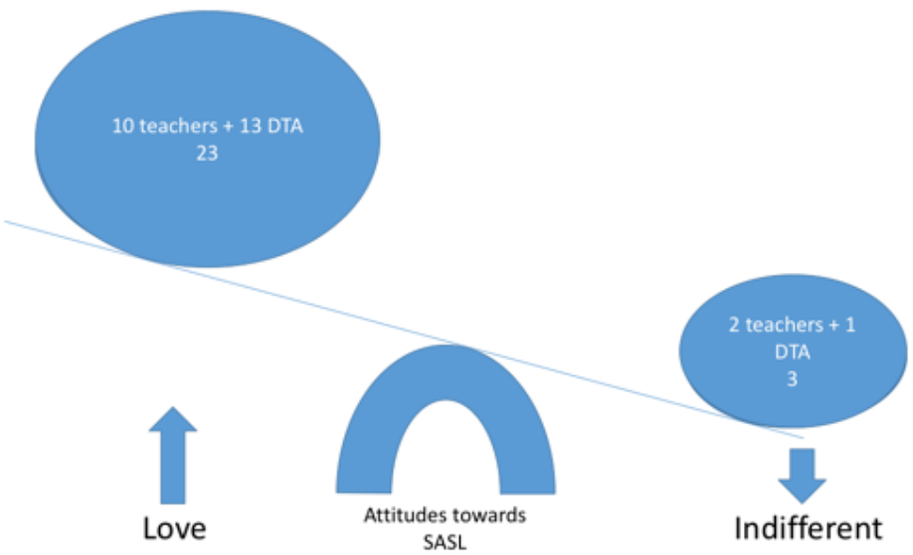


Figure 7: shows that a large majority of teachers and teaching assistants (23 out of 26) loved the introduction of SASL as a school subject. No-one hated SASL as a subject, but one Deaf teacher felt indifferent. She had gone through school without formally learning SASL as a subject. Two hearing teachers felt that schools for the Deaf do not have capacity to teach SASL as a subject because most teachers are not yet fluent in using and understanding the language. These findings of a positive response to SASL are supported by Imbiti (2012) and Samuel (2016), who found that teachers had positive opinions towards the introduction of Kenyan Sign Language in schools.

Summary: Factors that facilitate the successful implementation of SASL curriculum

In this section, I have looked at various factors that SASL teachers and Deaf teaching assistants cited as facilitating the successful implementation of SASL as a subject in schools for the Deaf. The data collected from participants indicated that factors such as the new SASL curriculum, the availability or non-availability of resources, teacher's personality/approach, support and teacher's experiences in teaching SASL influenced the

implementation of the CAPS for SASL. These facilitating factors are regarded as crucial in the successful implementation of SASL curriculum by key role players, both the SASL teachers and Deaf teaching assistants.

The research study was based on the experiences and perceptions of SASL teachers and teaching-assistants about the implementation of SASL CAPS in Grades One and Nine in schools for the deaf. The research study had a qualitative design and the data were collected through a questionnaire and interviews. The findings of this study can be triangulated through involving different data collection methods such as classroom observations. This study did not evaluate the SASL curriculum, but focused on the implementation dimension of the SASL CAPS. It leaves opportunities for other studies to be conducted to evaluate the curriculum in terms of efficiency and effectiveness in reaching the curriculum objectives. Future studies might wish to focus on the level of student attainment regarding the learning and curriculum objectives.

CHAPTER NINE

Analysis and discussion of the findings: Factors inhibiting successful implementation of SASL curriculum

Introduction

The research study sought to gain insight into SASL teachers and Deaf teaching assistants' experiences and perceptions about factors that inhibit their implementation of the CAPS for SASL as a subject in schools for the Deaf in Gauteng province of South Africa. The constraining factors came from the qualitative data resulting from interviews with SASL teachers and their Deaf teaching assistants. The SASL teachers and Deaf teaching-assistants narrated their experiences and perceptions during the introduction of SASL as a home language subject. The focus of this study was to gain insight into the SASL teachers and Deaf teaching assistants' experiences and perceptions of teaching SASL in the classroom. Data are discussed in light of the available evidence in the literature on curriculum implementation. I highlight some of the central issues which prevail throughout this phenomenological research study in order to present a network of findings. The network will be conducive to finding possible solutions to the challenges that the SASL teachers and Deaf teaching-assistants face when implementing the SASL curriculum. The creation of connections between intrinsic patterns identified included teacher-related factors such as inadequate training, poor subject matter knowledge, negative emotions, and motivation as well as contextual factors such as insufficient time for teaching, inadequate support structure and the inadequate availability and accessibility of teaching and learning materials. These factors worked together to hinder the SASL teachers and Deaf teaching assistants from successfully implementing the SASL subject curriculum effectively in the classroom. Factors that hindered the implementation of SASL CAPS were found to be mostly the opposites of factors facilitating the implementation of SASL curriculum.

9. Inhibiting factors

Inhibiting factors for the successful teaching of SASL as a subject that are analysed and discussed in this section include; inadequate training of SASL teachers and Deaf teaching assistants, lack of subject matter knowledge, insufficient time for teaching SASL, insufficient

instructional materials for SASL, insufficient support structure, poor management of the implementation, unconducive environment for SASL teaching and learning, negative attitudes and emotions about SASL as an examinable subject.

9.1 Inadequate training

As presented in the data, SASL teachers and Deaf teaching assistants attended several short training workshops on SASL CAPS before and after the introduction of SASL subject in schools for the Deaf. Eight of 13 SASL teachers and four of 13 teaching-assistants stated that the training they were provided with by the Department of Basic Education was insufficient for a person to develop the kind of skills required for good teaching. However, from my experience of interacting with participants, the workshops seemed to have laid the foundation from which ambitious SASL teachers could develop further.

It must be noted that neither an SASL teacher nor a teaching-assistant reported the training to be of low quality. They all think that the training was useful in their preparation for the implementation for SASL CAPS. Yet, SASL teachers and Deaf teaching-assistants told me that those who were conducting training the DBE workshop were not all fluent in SASL. They express confusion that they had to use the services of SASL interpreters to communicate with trainers at the SASL workshops. One two-week training workshop was held prior to the implementation and one two-week workshop on SASL CAPS was presented in the first year of implementation of the curriculum. From my interactions with the SASL teachers and Deaf teaching assistants while I was at schools for the interviews, I learned that the time for the DBE training workshop was insufficient for the participants to grasp all the information about SASL and SASL pedagogy. The finding suggests that the SASL teachers and teaching assistants were not all satisfied by the way information was given within a short space of time. In general, the participants' experience of training was inconsistent. Some of the negatives views of the training were: "*The training was too little, it's not enough in terms of time and content. I still don't know what to do*" (Catherine); and "*Sad, the training was too short and the number of training sessions were insufficient for the training about a new curriculum*" (Bheki).

The training, according to some SASL teachers, was not practical, but more of an information session about the policy document. The SASL teachers wanted more clarity on the content

and how to teach it, but they feel that trainers only had time to provide an overview of SASL CAPS and how to use the document. I was fortunate to have participated in two SASL CAPS workshops. It was at these workshops that it became evident that the workshops were short and not properly constituted. This point is illustrated by the fact that first, in two weeks, trainers were expected to cover 11 units; SASL CAPS - background and developmental process; introduction and description of SASL CAPS; Deaf culture; bilingual approach; SASL as a subject vs. SASL as a language of learning and teaching; Language in Education policy; team-teaching model; SASL CAPS Section 3 - skills overview and teaching plans; SASL CAPS Section 4: assessment; basic SASL grammar; and SASL terminology and concepts. Second, there were 160 participants comprised of teachers and teaching-assistants (whether going to teach SASL or not), district officials, principals and heads of department at schools for the Deaf country-wide. The diversity of the participants necessitated the use of SASL interpreters, as not everyone was proficient in SASL. There were five facilitators; four hearing and one Deaf (myself). Although all the five facilitators were knowledgeable in SASL theory, only two were fluent in SASL.

The finding of inadequate training as an inhibiting factor in the successful implementation of curriculum is supported by general education research. It is well documented in the curriculum literature that this kind of once-off training, as practised in the South African context, is insufficient for successful curriculum implementation (Brindley & Hood, 1990; Fullan, 1991). De Clercq (1997) argues that teachers with poor teaching and professional backgrounds experience difficulties during the implementation of a new curriculum. According to Wamae (2003 cited in Samuel 2016), research conducted in Kenyan schools indicated that the academic qualification of teachers is a key factor that determines learners' academic achievement. Teachers are, "therefore, supposed to have undergone sufficient training" (Wamae, 2003 in Samuel, 2016, p. 597). Harris and Bennet (2001) say that if teachers have an insufficient level of training, the quality of output will be greatly impaired. Insufficient practical training "adversely impacts on the quality of educational experiences of learners" (Samuel, 2016, p. 598). Wedell (2003, p. 447) acknowledged the ineffectiveness of short once off training, where she argues:

"*It is clear that where the curriculum changes do represent a significant cultural shift, the embedding of new practices in teachers' existing professional culture will not be completed solely by the provision of a single brief in-service*

programme. Nor will any changes be embedded without appropriate readjustment to the processes and content of initial language teacher training."

This clearly illustrates that SASL teachers cannot adequately be prepared for SASL CAPS implementation through two weeks of training. In South Africa, subject teaching requires a graduate professional qualification acquired mainly through a four-year pre-service teacher education (an example is the B.Ed qualification at Wits). However, with the introduction of the SASL CAPS in 2015, teachers of the Deaf found themselves teaching SASL subject though they had not adequately and professionally trained for it.

9.2 Lack of subject matter knowledge

Some SASL teachers expressed that they did not train enough to develop skills required for good teaching of a home language such as SASL. In other words, they are not qualified to teach SASL as a first language subject. The challenge of teachers not qualified to teach a specific subject is the lack of both content and methodology. The following statements assert the teachers' doubt about their SASL teaching competency; "*Nerve wracking, because many deaf learners were never taught SASL subject before and other things in their previous school. They also struggle with SASL grammatical aspects, and we teachers are not confident how to help understand. We were not trained enough how to teach SASL*" (Bheki); "*Just more training to improve our knowledge of SASL content is needed, so that we can be more confident and have full knowledge of how to use Sign Language CAPS. I want that (more training) so that we can perfectly know what we are doing and not to thumb suck and think we know*" (Bianca); "*The training I went to wasn't that proper because they were just explaining the topics (skills) in the subject, such as observing and recording, but we were never shown how to actually do that. We have to read about that and that's hard. I wasn't satisfied because I feel that I need more training on content and methodology. I cannot teach properly because I am still learning things myself*" (Bheki). These statements show that SASL teachers did not feel that they have enough subject matter knowledge to successfully implement the SASL curriculum. SASL teachers expressed that they find it difficult to teach all the aspects of SASL as per policy document, because part of the content is not related to their own background experiences. From the data, all the SASL teachers interviewed had not studied SASL methodology at college or university level. They therefore lacked confidence to teach SASL subject effectively.

The finding that inadequate subject matter knowledge has a negative impact on teaching a subject is corroborated by research. Harris and Bennet (2001) say that if teachers have inadequate subject knowledge, the quality of output will be greatly impaired. A survey conducted by Badugela (2012) found that the lack of content knowledge hampered the successful implementation of a curriculum, because it positioned subject teachers on a learning curve because they were not well-versed in the intricacies of the CAPS. From the data, one can conclude for SASL teachers and teaching-assistants to successfully implement the SASL first language curriculum, they need to first be knowledgeable and competent in the language itself.

Alongside the lack of content knowledge as hindrance to the successful implementation of the SASL curriculum, the lack of proficiency in SASL proved to be the key factor hindering the effective teaching of SASL at Home Language level. From my experience as a SASL lecturer and my interactions with SASL teachers internationally, I am of the view that SASL proficiency is the basis for SASL pedagogical content knowledge (PCK). The PCK for teaching SASL is thus: (1) ability to understand and sign the language (i.e. proficiency); (2) a theoretical understanding of how that language works, that is the rules of the language (SASL linguistics); (3) pedagogical knowledge of how to teach the language systematically, meaning SASL teaching methods (pedagogy). This research study found that proficiency of teachers tasked with the implementation of SASL in Grades One and Six ranged between One and Five of the Gallaudet SL proficiency scale. I relied on the documentary proof (certificates) for passing the SASL test, and where the participant did not have a certificate, I asked what level they got in SASL.

According to Sibanda (2005), Sign Language proficiency among teachers of the Deaf forms the basis for effective learning by Deaf learners. Sibanda (2015) conducted a study, which sought to establish the level of Sign language competency among teachers of children who are deaf in 10 primary schools in Zimbabwe. He found that teachers of the Deaf in Bulawayo lacked Sign language proficiency. “What teachers mistook as Sign language was mere finger spelling and some distorted signed systems” (Sibanda, 2015, p. 157). The Deaf Federation of South Africa reported that 14% of teachers of the deaf are proficient in SASL (DeafSA, 2009). In Greece, Nikolaraizi (2000 cited in Sibanda, 2009) found that teachers of the Deaf generally lacked Sign language skills in dealing with Deaf learners. Musengi and Chireshe

(2012) observed that specialist teacher of the deaf could not sign abstract concepts. Kiyaya and Moores (2009) found that teachers of the deaf in Sub-Saharan Africa could not sign well enough to teach subject matter knowledge.

Table 9.1: Formal qualifications of SASL teachers and teaching assistants

Highest qualification	SASL teachers	Teaching-assistants	DBE recognised teacher qualification
B.Ed honours	4		yes
B Ed / ACE	3		yes
PGCE	1		yes
NDE	3		yes
BA / BA Psychology	1	1	no
Grade 12	1	2	no
Grade 11		1	no
Grade 10		4	no
SASL NQF 5 and less		5	no
Total	**13**	**13**	

From Table 9.1 above only seven of the 26 SASL teachers and teaching-assistants have degrees. This is one of the reasons why the SASL Curriculum Management Team advised the Department of Basic Education to adopt a team-teaching model where a qualified teacher is paired with a Deaf teaching-assistant (a native signer), but unqualified. The aim of the pairing is for the two teachers to assist each other in the delivery of the SASL curriculum in the language the Deaf learners understand (SASL). The table shows that two people are appointed as teachers, even though they don't have the minimum requirement to be a teacher in the formal education context. The two people had Grade 12 and BA as their highest qualifications, yet they hold teacher positions, instead of teaching assistant positions (see the biographical data of participants on Table 4.9). In addition to formal teacher qualifications in SASL, the proficiency of SASL teachers was informally evaluated during the interviews. I measured the ability of each participant using according to the linguistic areas as stated in the

American Sign Language Proficiency Interview[46] (ASLPI) also known as SLPI:ASL. I had adapted this into SLPI:SASL. During the interviews, I was observant of the following linguistic areas: pronunciation/production; grammatical accuracy; vocabulary; fluency; and comprehension. I thus made a judgement based on their responses during the interviews. I awarded each participant an overall proficiency level on a 0-5 rating scale as mentioned in the methodology chapter. I made the evaluation quicker by creating three categories based on the ASLPI. Category A (0-1) for basic speakers of SASL, category B (2-3) for independent speakers of SASL and category C (4-5) for proficient speakers. Thus the table below shows where on the scale participants are, regarding their proficiency in SASL.

Table 9.2: SASL proficiency levels of teachers and Deaf teaching assistants

SASL Proficiency level	SASL teachers	Teaching-assistants	**Total**
5	•••••	••••••••••••	**16**
4	••	•	**3**
3	•••		**4**
2	••		**2**
1	•		**1**
0			

Table 9.2 above shows that the SASL teachers proficiency in SASL is scattered among the levels, while the majority (12 of 13) of teaching-assistants' SASL proficiency is on the highest possible level. It must be noted that the five SASL teachers on Level 5 are Deaf. There is a learning curve for both members of the team; the Deaf teaching-assistant gains the insights of teaching, the SASL teacher gains fluency and use of SASL, not only as a medium of communication, but as a school subject. For the Deaf learners, having teachers who are competent in SASL and interaction with Deaf adults helps them to develop positive self-image and acquire SL communication competency (Erting, 1974, 1980; Johnson and Erting 1984; Kannapell, 1974; Moores, 1982).

[46] This is a holistic language evaluation used to determine ASL proficiency. The method originated in the United States but recently has been used internationally for example in SA as SLPI:SASL, in Kenya as SLPI:KSL and in Britain as SLPI:BSL. The method is used to find out through a face-to-face interview what a person can do with Sign language. The standardized proficiency scale is shown on Table 3.2.

9.3 Insufficient time for teaching

All SASL teachers and Deaf teaching-assistants in Grade One expressed happiness with the allocated time (six hours per week) for SASL. The SASL teachers and teaching-assistants in Grade Nine felt that the allocated time of five hours per week was not enough to cover teaching, learning and assessment. Their argument was that since the SASL CAPS was introduced directly in Grades One and Nine in 2015, learners particularly in Grade Nine lacked prior knowledge. Therefore, SASL teachers were required to teach Deaf learners prerequisite knowledge about the themes before actually implementing the SASL curriculum in the classroom. Some of the comments of 'time' were; "*They (Deaf learners) end up bringing the same homework back to school for us to help because parents are unable to help them at home. No one of the parents of learners in my class can sign. This has an impact on the limited time we have for SASL. You end up not finishing the planned lesson*" (Bheki). The participant points out that the time allocation SASL is inadequate, because he wanted more time to work with his class on SASL.

Another SASL teacher complained about the time for poetry: "*The time allocation for SASL is not enough. What it says, on a weekly basis you must teach poems and in those weeks you need to cover all the components, therefore how would you go in-depth on the poems if you are expected to do everything in a week. In other words, you need to show the poems, and then do the stories, then role plays*" (Star). Zimmerman (2006) confirms this when she stated that teachers may have a well-intended desire to help their learners, but the lack of time remains an ongoing challenge. The situation of Deaf learners where the school is the only place where they learn SASL is affecting them. In their research, Burgess et al. (2010) and Samia (2013) (cited in Omondi, 2014, p. 22) found that time for conducting class was an issue for language teachers in the classroom, as it was often not adequate for subjects that required participatory teaching methods such as languages. Kirkgoz (2008) emphasises the allocation of enough time for a subject, because teachers need time to think of new ideas, try them out and adapt them to their classroom context.

Table 9.3: Adequacy of time for teaching SASL

	Responses	**Numbers**
Grade 1 teachers and teaching-assistants	Enough	**12**
	Not enough	**1**
Grade 9 teachers and teaching-assistants	Enough	**4**
	Not enough	**9**
Total		**26**

From Table 9.3 above, it is clear that SASL teachers in Grades One and Nine have differing views on SASL teaching time. SASL teachers in Grade Nine have reasoned that their Deaf learners did not have prior knowledge of the linguistic aspects of SASL, therefore to introduce a theme from the SASL CAPS they (teachers) are required to establish some knowledge and this process took time. The SASL teachers feel that the allocated time for SASL subject would not be enough. From the findings, it is clear that a lot of content and support to Deaf learners is needed, but the allocated time particularly in Grade Nine, is not enough.

9.4 Insufficient learning and teaching materials

The SASL teachers were asked about the availability of the learning and teaching support materials. Four of the 13 teachers lamented that the materials they have for teaching SASL subject were not enough to successfully implement the SASL CAPS. The teaching assistants were not asked a specific question about the availability of the teaching materials, because they use what the SASL teachers have. The materials the SASL teachers mentioned frequently in their responses were technological, such as computers, laptops, smartboard, digital cameras, and DVD players. However, the list of the required LTSM mentioned in the SASL CAPS document is far longer than what the teachers mentioned during the interviews, for example no SASL teacher mentioned using TV series, biographies, software for editing, comic strips, reports and vlogs. The SASL teachers stated that they were not able to set the objectives that they would like their classes to attain, because they did not have enough

resources (computers, books, flip charts, video cameras) and facilities (laboratory, booths, and library). Miller and Seller (1990) support this point by arguing that without resources and facilities, teaching is limited, as learners cannot be taught using the most suitable methods that required specific materials. A study carried out by Kruijer (2010) states that a child centred participatory teaching method in a classroom, where teaching and learning materials are scarce but teacher and learner interactions are very high, prevents the successful transfer of knowledge to the learners. A survey conducted by Okoro (2011) confirms that the inadequacy of resources for teaching often result in the selection of poor methods of instructions. De Clercq (1997) points out that teachers with limited resources find it impractical to implement any curriculum successfully in the classroom. I agree with Rogan & Grayson that "poor resources and conditions can limit the performance of even the best of teachers *during the implementation of a curriculum*" [emphasis added] (Rogan & Grayson, 2003, p. 1186).

Table 9.4: SASL learning and teaching materials

Responses	**Number of teachers**
Insufficient materials	**4**
Sufficient materials	**9**
Total	**13**

Table 9.4 shows the response on materials available. Although the majority response is that the resources for teaching SASL are sufficient, the research noted inconsistences, for example in the same school teachers gave differing responses, where for one teacher the materials are sufficient, and for another the materials are insufficient. In addition, four of the seven visited schools seemed not to have enough of the necessary materials required for the teaching of SASL. The study revealed a gap between well-resourced school and under-resourced schools. The well-resources schools have resources such as computers, iPad for each learner, video cameras, and smart boards and facilities, while the under-resourced schools do not have any of these resources and facilities.

9.5 Insufficient support structures

Data show that there were SASL teachers and teaching-assistants who felt that the support they received from the DBE, School, parents and colleagues was not enough for the successful implementation of SASL CAPS. Some of the expressions from participants were: "*Unfortunately we don't have a subject advisor for SASL, I've never met any* (Bheki). Unlike teachers of other examinable school subjects, this participant does not benefit from the expertise of SASL subject advisors. "*Sometimes, when you are finished doing the assessment you need to mark, the laptop jams. And you have to do assessment without recording. There is no IT support person here at our school, there are no computers and no projectors but we have 36 laptops for the 45 SASL students in Grade Nine. I take into consideration the lack of IT person and the shortage of laptops into my mind when I plan the lessons. These factors had an influence on my teaching practice*." The frustrations experienced by a participant due to the lack of support are expressed in this statement. "*At home parents don't continue with what we do here at school because they cannot sign*" (Bianca). Another SASL teacher commented: "*There is not enough support from parents of Deaf children, yes. Parents are not active participants in the education of Deaf children. They don't come to check or consult us how their children are progressing. We don't have an opportunity to share our experiences teaching SASL with them, because they don't contact us. This lack of consultation with parents makes the implementation of SASL difficult, because parents are not participating and the learning of the language does not continue at home*" (Agang).

Teachers acknowledged the support they received from the DBE in the form of training workshops on SASL CAPS but lamented that it was a once-off form of support. All the SASL teachers mentioned that they don't have support from the subject advisors. Since teachers are primary agents of curriculum implementation, insufficient support to them can prevent successful implementation of the curriculum. This agrees with the findings of a study conducted by Sharmaila and Mitchell (2015) who found that without support from key stakeholders, such as the Ministry of Education, in the form of quality teacher training, professional development and advisory services, successful implementation of the curriculum is constrained. Sharmila and Mitchell (2010) also indicated that the lack of teacher support and teacher collaboration proved to be detrimental to effective curriculum implementation. Wanjuri (2008), in her study, underscored the importance of the government, through the Ministry of Education, to avail its support to teachers during the implementation of a new

curriculum, because without enough support, the initiative is doomed to fail. Moodley (2013) found that lack of support from the School Management Team (SMT) to the teachers de-motivated teachers from effectively implementing the curriculum. According to Moodley (2013), where the SMT does not translate the importance of effective curriculum and instruction practices into teaching on a regular basis, observe classes and evaluate assessment materials, curriculum implementation does not succeed.

Table 9.5: Support given to SASL teachers and teaching-assistants

Critical role players	SASL teachers	Teaching-assistants
DBE	Inadequate	Adequate
SMT	Inadequate	Adequate
Parents	Inadequate	Inadequate
Colleagues	Adequate	Adequate

Table 9.5 indicates that SASL teachers and teaching-assistants experienced inadequate external support in their implementation of the SASL curriculum. From the table, it is clear that the SASL teachers generally experienced inadequate support. A lot of research studies, such as those by Okoro (2011); Bergess, Robertson & Patterson (2010); and Ornstein & Hunkins, (1998) confirm that the implementation of curriculum requires the involvement and support of different people; teachers, students, principals, parents, curriculum developers, education officers, and academics, who all coordinate and work together during the implementation to reduce any problems.

9.6 Poor management

This research study revealed that curriculum management through weak leadership at school level is detrimental to effective implementation of the SASL curriculum. Participants from four of the seven schools for the Deaf stated that the principal has never offered them direct support for example by visiting the class and asking how SASL teaching was going. These statements attest to that: "*She (principal) has never set her foot in my SASL classroom. Outside the classroom, we disagree a lot. Maybe she is afraid of a possible confrontation with me*" (Charles). Cunningham and Cordeiro (2000) found class visits by school leadership

important in terms of support. They (Cunningham & Cordeiro, 2000) assert that class visits create the opportunity for members of the SMT to observe teacher's work, provide motivation and exercise influence. Failure of the principal to visit classes because of personal matters thus has a negative effect on curriculum implementation. Danielle (a teaching-assistant) was more straightforward, she said: "*To be honest, the SMT is not helping me. They always take the side of the teacher without listening to me. A strong leader listens to all the sides, no matter what.*"

The study by Masekoameng (2014) highlighted that weak instructional leadership is an inhibiting factor in the implementation of CAPS. According to Masekoameng (2014) where the SMTs don't affirm the commitment to leadership, teachers felt lost during the implementation of the curriculum. Van der Horst and McDonald (2001) found that a school principal, who as leader is not committed to the school activities, is detrimental to the successful implementation of curriculum. A strong educational leader "leads the change not merely subject to it (Van der Horst and McDonald, 2001, p. 192). According to Briggs and Sommefeldt (2002), a weak school principal does not have the courage to manage and lead the process of successful curriculum implementation.

9.7 Unconducive environment

This research revealed that an unsustainable and unsupportive teaching and learning environment for a visual language such as SASL prevented the successful implementation of the SASL curriculum. Dabula, a Grade Nine SASL teacher, when asked about the challenges she faced in her SASL class, commented: "*We have many hard of hearing children who come to this school. These children are not signing a lot in the classroom but speak* [using voices] *to each other. They lip read. So you have a mix of signing people and speaking people in the SASL class. It is not conducive, because not everyone is using SASL. These children use only spoken language at their homes too. They bring their speaking attitude into the classroom. This is not good for Sign Language learning.*" This is not a conducive environment for teaching and learning SASL. De Clercq (1997) found that teachers working in difficult environments find it virtually impossible to improve their professional performance. Another participant commented; "*They only have access to language learning here at school. But when they go out, for example at home, their parents can't sign, their siblings can't sign. There is simply no one to sign to. This affects language development; and affects our*

teaching" (Bianca). Ridder (2008) asserts that sign languages are natural languages that evolved in deaf communities and their families. When a deaf child has parents who use little or no sign language, the child gets little sign input for the language acquisition process. According to Ridder (2008), it was observed that if a learning environment was not conducive for learning, students are likely to develop a negative attitude towards the subject, with the resultant poor achievement. Studies conducted in different regions of the world have shown that classroom climate is one of the most important predicators of successful curriculum implementation. Hence a learning environment that is conducive is a pre-requisite for positive teaching and learning to take place. One of the strategies for learning Sign language is "to maintain a signing environment during class, breaks, before class begins and whenever Deaf people are present" (Smith, Lentz & Mikos, 1993).

9.8 Negative emotions and attitudes

The attitude of teachers, learners and SMT members towards any educational innovation substantially determines the level of that educational innovation. The findings of this research study indicate that generally, teachers possessed a positive attitude and views towards the introduction of SASL as a school subject. This positive attitude includes welcoming the SASL curriculum and being interested in receiving more training on curriculum implementation practices. However, the other SASL curriculum implementation role players felt differently. The following statement from a SASL teacher makes a point; "*The principal was not happy with it* [5.5 hours for SASL] *as she felt that we needed to give English priority and SASL subject second in line, because it is not as important as English. I had to rearrange my teaching times, where SASL got fewer hours than required by SASL CAPS. This means now for Grade Three I had to reduce to five hours, the Grade Two to two hours as well as Grade One to two hours"* (Fadheela). This experience of the SASL teacher shows that some members of the SMT still view SASL as inferior to spoken languages such as English.

Another SASL teacher illustrated her experience by saying; "*I went to a workshop for one week, and when I came back, I had to teach Sign language. No-no. I don't feel positive about this language at this stage*" (Catherine). A Deaf teaching assistant shared his experience of negative attitude towards SASL when he remarked: "*There are deaf learners who are not familiar with SASL but expect to be taught in Deaf secondary schools. These learners often don't take the learning of SASL as a subject as seriously as they do English. They seem to feel*

that English is the language which can pave their future. It is difficult to teach SASL to learners who seem not interested in the language and see it as inferior to English" (Bheki). This statement shows that even some deaf learners don't embrace the SASL curriculum. "*I have children with cochlear implant in my class, some are oral; some of them would say: 'I am in a Deaf school but signing isn't my thing'*. The disappointed teacher continued; "*This one person* [student] *has an attitude, it's a girl who just arrived recently from a hard-of-hearing school nearby and she is strongly oral and doesn't want Sign Language. Her attitude is so bad during SASL lessons* (Giselle)." Abdikarim (2018) recently found that the negative attitude of students towards the implementation of curriculum has a negative influence on teaching and learning in the classroom. According to the literature, one of the influential components of teacher behaviour is teacher attitude (M. Schwartz, 2006; de Souza Barros & Elia, 1998; Zacharia, 2003). For example, Zacharia (2003) emphasises that teachers' attitudes, which are a function of their beliefs, influence the teacher's behaviour and practices in the classroom.

Summary

This chapter discussed the findings and analysis of factors that inhibit SASL teachers and teaching-assistants from successfully implementing SASL CAPS in schools for the Deaf. The discussion of the findings was based on the problem statement, research questions and the literature review. In the main, the qualitative data collected through a questionnaire and face-to-face interviews confirmed that SASL teachers are implementing the SASL curriculum in Grades One and Nine, in spite of the constraining factors identified in this research study. In keeping with research, the findings show that although the introduction of the SASL curriculum is necessary for Deaf children, the implementation process is not without problems, and has a major impact on Deaf Education. It also makes major demands on the resourcefulness of SASL teachers and Deaf teaching assistants. In addition, the data demonstrate that teachers face some inhibiting problems to varying degrees, such as inadequate training, inadequate subject matter knowledge, insufficient teaching time, insufficient resources, poor support structure, poor curriculum management, unfriendly SASL environment and negative attitude. However, SASL teachers are in agreement that SASL subject is necessary in the education of Deaf children. The next chapter discusses the findings on the implications of teachers' experiences on teaching SASL.

CHAPTER TEN

Analysis and discussion of the findings: The impact of factors teachers experiences on SASL teaching strategies

Introduction

This chapter discusses the findings that emerged from the research study into the experiences of SASL teachers and teaching assistants when they taught SASL as a subject in schools for the Deaf. The data presented in the research study is discussed in relation to both the empirical and theoretical evidence. In particular, I highlight the implications of SASL curriculum, training, content knowledge, professional development, time, learning and teaching materials, support structures, school management, teaching and learning climate and attitude towards teaching on the teachers' choice of teaching strategies. The research was conducted to explore the impact of the new SASL curriculum on the SASL teachers and Deaf teaching assistants' experiences of teaching. As stated by McGee (1997), curriculum innovation implies innovation in teaching practice. In this chapter I argue, based on data, that the experiences of SASL teachers and teaching assistants during the implementation of SASL as a Home language subject in schools for the deaf shapes their pedagogical strategies.

10 The impact of factors on the choice of teaching strategies

10.1 The impact of SASL teachers and Deaf teaching assistants' SASL curriculum views on SASL teaching

SASL teachers had divergent views on the impact of the SASL curriculum on teaching. Eight of the 26 SASL teachers (seven teachers and one teaching assistant) who had been teaching SASL before the introduction of the CAPS for SASL believe that the SASL curriculum had made their teaching more formal than before. A Grade One SASL teacher pointed out that "*Previously, I struggled with teaching SASL subject, but now I can teach the language to my Grade 1 class without worrying about what or how to teach because SASL CAPS provides the guidelines for what to teach and how*" (Bianca). This indicates that the SASL teacher finds that the SASL CAPS helps in planning her teaching because there are guidelines in the document. A Grade Nine Deaf SASL teacher who taught SASL before the official introduction of the SASL curriculum in schools for the Deaf illustrated the impact of the

SASL CAPS to his teaching as: "*Before, I was using English textbook. I was using second language materials to teach SASL but with the introduction of the SASL curriculum I realised there is a mismatch. SASL is a home language of the Deaf and I was adapting a second language curriculum to teach a first language. My experience with the new SASL curriculum is that I needed to Adam my teaching ways*" (Bheki). The experiences of Bheki and Bianca show that SASL teachers concur that SASL CAPS has impacted on their teaching positively by giving them more direction regarding methods, content, knowledge, skills and assessment. The study conducted by Sharmila and Mitchell (2015, p. 1062) confirms that the teachers' experiences of the curriculum propel them (teachers) to address the obstacles encountered and "make great effort to achieve that perceived goals of the initiative".

A few SASL teachers indicated that the SASL curriculum has made the teaching of SASL more complex. A Grade Nine hearing SASL teacher commented: "*The content seems too much per block. Most of the time, I had to drop some themes or rush through so that assessment could be done by the end of the term*" (Dabula). This SASL teacher is of the view that the SAL CAPS pushed her for time to cover for testing purposes rather than for understanding. Another SASL teacher commented: "…*but when there are some areas where I am not happy, then I develop my own teaching materials. I use internet, I study BSL poetry and it adapt it into SASL context, I sign my own stories, yah I do my own. I am now more creative when teaching than before*" (Giselle). Giselle's experience with the SASL curriculum has propelled her to be creative by making her own teaching materials.

10.2 The impact of the DBE training workshops on SASL teaching

Data from this research study indicate that the training offered by the DBE and other teacher-training institutions provided an incentive to the SASL teachers to improve their teaching of SASL subject. When asked how the training influenced her way of teaching SASL, a Deaf teaching assistant responded: "*I used to think that Sign Language is just for communication purposes, until two years ago when I went to training and realised that Sign language is a real language, and I was intrigued. I rolled up my sleeves and learned Sign language and about it. In the past, I used to be shy to meet and sign with other people in public but now I sign without fear. Let me tell you - the SASL training workshops have changed me in a big way. I use SASL in class now*" (Gianna). The statement by Gianna indicates that the training influenced her views on SASL as a subject and the way she teaches it. It is after training that

this participant was able to leave her old views and try new methods. Genevieve reported that the training was general to all the phases. "*The disadvantage of the training was that the workshop included teachers from the Foundation phase, that is, Grades 1, 2 and 3. I needed to see the Grade teachers trained separately. The training was holistic and did not focus on a specific Grade. I was confused as a grade 1 teacher. I understood the overall aim of the training but I personally struggled in the classroom because the methods do not fit all the Grades*. *I am trying other ways that are appropriate for my young Deaf class*." The participant felt that after attending a general training workshop, she had difficulty teaching Deaf children in Grade One, and thus resorted to trying other methods. In the study conducted by Kirkgoz (2008), teachers admitted that to be able to effectively teach a specific group of learners, for example young children entering school, training tailored towards teaching young learners specifically is essential so that the teacher can use appropriate methods in her/his teaching practice. The following interview extract from Kirkgoz's study (2008, p.1873) illustrates his point: "I am experiencing difficulty in teaching English to this age group. To be able to teach this level, it is essential to have a special training so that I can keep students engaged and motivated. It is essential that the training programme include child psychology, characteristics of this age group and the use teaching methods appropriate to this level."

The other factor that showed an impact on the SASL teacher's selection of teaching strategies is the content knowledge.

10.3 The impact of SASL teachers and Deaf teaching assistants' SASL content knowledge on SASL teaching

It has been found that content knowledge (Shulman, 1986) has played an important part in influencing the SASL teacher's pedagogical strategies. Shulman (1986) defines content knowledge as the knowledge of the presentation of subject matter-knowledge in the context of facilitating students learning.

"*It was challenging because initially, I was very sure what Sign language was about. For me, it was just a language normally used by the Deaf, and I had limited knowledge on the subject* [SASL]. *But now I can say I have more knowledge because I have learned different things about SASL at the training, what they mean and so on. I am satisfied. Now I can experiment*

with the methods I learned and choose the best one for a theme I plan to cover in the class. Now I am confident in what I know and do about SASL" (Dora). Shulman (1986) and Brown (1994) found that when teaching subject matter, the teacher's actions are determined to a large extent by the depth of their pedagogical content knowledge. The comments from Dora illustrate the impact of content knowledge on her teaching practice and the richness of SASL experience.

10.4 The impact of SASL teachers and Deaf teaching assistants' learning from curriculum implementation on SASL teaching

The experience of teaching SASL during the implementation of SASL CAPS is influencing SASL teachers in the classroom. When asked how the experience of the implementation of the SASL impacted on her teaching, Dabula responded: "*I have learned the proper classroom setup for a visual based language such as SASL; everyone in the classroom needs to be able to see each other without barriers. So now I use the "horse-shoe shape" sitting arrangement and enough space between each Deaf learner*". From her experience of teaching SASL, Dabula has come to understand the importance of vision and space in the context of SASL.

10.5 The impact of an on-going professional development on SASL teaching

The professional learning of teachers is an on-going process of knowledge building and skill development in an effective teaching practice (Borko, 2004; Hassel, 1999; Solis, 2019). It has been found for the research data that the Department of Basic Education and teacher-training institutions such as Wits, UFS and SLED provide professional learning opportunities to SASL teachers of the Deaf. The search data indicate that all SASL teachers and teaching-assistants had attended training workshops for professional development purposes at the previously mentioned teacher-training institutions. The teachers commented that the training had in fact influenced their teaching strategies. An excerpt from the interview data illustrates this: "*Like I said I have a university teaching qualification in deaf education even though it is not specifically on teaching Sign Language. When the implementation started in 2015, DBE gave us training workshops, and I attended those workshops. But before the implementation of SASL CAPS, as an interpreter, I did a certificate course in linguistics at Wits. Yes, that's where I learned the linguistics of SASL. I have some background information on SASL due to this learning opportunity. This is Bonga during my SASL curriculum lesson planning and*

presentation" (Giselle). This participant is confident that her continued knowledge building is proving significant in her SASL teaching practice. By using the DBE SASL training to supplement the training she already had, she gained knowledge of how to meet the demands Gianna to SASL. Genevieve, a Grade One SASL teacher illustrated the impact of professional learning on her teaching by saying: "*Last year I went to some SASL CAPS training workshops. For example, at Wits University there was a training workshop facilitated by Claudine which I attended. We learnt about poetry. I also attended a SLED workshop where they taught us how to use their resources, for example during assessment. Now, when I teach SASL subject I am able to refer to the learning I got from Wits and SLED and to choose the appropriate strategy for my SASL lesson*" (Genevieve). The participant is of the view that the learning she sought has equipped her with knowledge of SASL teaching. Solis (2019) concurs with the participant's view. According to Solis (2019) when teaching subject matter, teachers' actions will be determined to a large extent by the depth of their pedagogical content knowledge (Shulman, 1986) making this an essential component of their ongoing learning. Another experience that data showed to have an impact of the SASL teachers' choice of teaching strategies is 'time'.

10.6 The impact of SASL teachers and Deaf teaching assistants' learning (from the use of time) on SASL teaching

The data indicated that the time available for the teacher to spend on SASL during the school day has an influence on teachers' teaching plans. Data collected through interviews show that the proportion of time that SASL teacher use to teach Deaf learners SASL is an important aspect of instruction that teachers think about when they plan their lesson for SASL. SASL CAPS allocates SASL six and five hours per week to Grade One and Nine, respectively. Thus, in an attempt to meet the Gianna demands of SASL, teachers' choices of teaching strategy are guided by the time available. In the context of schools for the Deaf, data indicate that SASL is one of the core subjects, and the proportion of time spend during the school day teaching it guides teachers.

The other factor that proved to have an impact on SASL teachers' teaching are the teaching and learning materials.

10.7 The impact of the learning and teaching support materials on SASL teaching

Data from the interviews also indicate that the availability of teaching and learning materials has an impact on the teachers' choice of methodologies when teaching SASL subject. For example, the advancements in technology such as internet access, iPads, tablets, laptops and software are proving to influence how teachers approach their lessons.

Patel (2003) states that the teachers' choices of teaching methods depend on what fit individual teacher's situations. It may be resources, educational philosophy, classroom demographics, subject areas, and school mission statements. Patel (2003; Shulman & Shulman, 2004) points out that, teaching theories can be organised into four major parameters, namely: a teacher-centered approach versus a student-centered approach, and high-tech material use versus low-tech material use. All the 26 SASL teachers pointed out that resources played a big role in their teaching of SASL. A Grade Nine teacher confirmed that the resources were helpful in his teaching. He demonstrated his materials and said: "*This booklet contains week by week activities that I need to do and how to do them, for example it teaches about verbs. This one* [the other booklet] *will tell you what you need to look for in this attached DVD, and how to present it, and you follow it like that*" (Ann). This participant's statement shows clearly that his teaching of SASL curriculum is based on the teaching and learning materials he has. A teaching-assistant expressed her use of the policy document for lesson preparation: "*So far we have been using the curriculum document. We plan our lessons based on the curriculum which includes the technology we can use*" (Fana).

Data indicated that the participants use high-tech material use (McGee, 1997; Patel, 2003; Shulman & Shulman, 2004) in his SASL classroom. A participant from the other school for the Deaf concurred: "*These Deaf children like using technology to learn SASL. So using it (technology) in teaching SASL is a very good step to take in this twenty-first century. Technology shapes how I teach SASL*" (Star). Patel (2003) states that the advancements in technology are propelling the education sector in this country. As the name suggests, the high tech approach to teaching uses different technology to aid teachers in their classroom teaching. All the SASL teachers and teaching-assistants in the well-resources schools for the Deaf in Gauteng (Schools B, D, F & G) have and use computers and tablets in the

classrooms, and one (School F[47]) uses the internet to assign homework activities. The data indicated that the internet in beneficial in a classroom setting as it provides unlimited resources such as YouTube, films and a variety of signed text, for example poems, biographies and DTV programmes. SASL teachers and teaching-assistants use the internet in order to connect their Deaf students with people from around the world. While technology is changing how teachers teach, support and collaboration from various stakeholders are also important for SASL teachers and teaching-assistants in their teaching practices.

10.8 The impact of support structures on SASL teaching

The issue of 'support structure' was found to influence the SASL teacher's teaching approaches. Data reveals that in their lesson planning, SASL teachers considered the availability of support from, for example other SASL teachers within their own or at nearby schools for the Deaf, school management, SASL experts and parents of Deaf learners. A Deaf teaching-assistant commented on her approach to teaching SASL as follows: "*They* [school management people] *are not helping at all. They are disconnected to what we are doing in the SASL classroom. We are just doing things our ways, that's, the ways we see fit*" (Dora). This participant decides her own teaching ways, because she cannot get support and guidance from the management of her school. This means had she received guidance, her teaching strategy might have been different from the ones she uses. A Grade Nine SASL teacher illustrates how his teaching methods are influenced by the sharing of teaching method ideas with SASL teachers from neighbouring schools for the Deaf and the SASL specialists at Wits and SLED: "*These are also SASL teachers and Deaf teaching assistants in Gauteng, some of them are based at Filadelfia, St. Vincent, Sizwile as well as Ekurhuleni schools for the Deaf. When I encounter challenges with my lesson planning, I ask them how they teach those specific topics I struggle with. We call each other on the phone via voice, SMS or email and advise each other. The other thing I do is to contact the SASL experts at SLED or Wits CFDS. I will either follow their suggestions to teach a specific topic or adapt their suggestions to fit my context*" (Ann). That the availability or lack of support has an impact on how the teachers teach is corroborated by the finding of the study conducted by Sharmila and Mitchell (2015). The researchers found that teacher would support each other and collaborate among themselves, for example, a teacher would use particular tool and if it was successful in the

[47] School F was the only school for the Deaf found to have free Wi-Fi access for all the teachers, teaching assistants and learners at the time of this research study.

classroom, it would be conveyed to other teachers. The teachers "would also try new things and push each other to make the lessons … more interesting" (Teacher1, 2014 cited in Sharmila & Mitchell, 2015, p. 1062). The other that factor SASL teachers experienced to have an influence on their teaching practice is the school management.

10.9 The impact of the school management on SASL teaching

Data collected from participants also indicated that the school management such as the principal has an influence on how the teachers teach SASL. The principal as an instructional leader (King, 2002; Elmore, 2000) combines his/her traditional school leadership duties (Chase & Kane, 1983) with specific aspects of teaching and learning (Hoy & Miskel, 2008; Mason, 2004). Thus, the principal leads the implementation of the new school curriculum by exercising some influence on teachers (Hoy & Miskel, 2008; Guskey 1986). In this research study, it was found that the principals of four out of the seven schools for the Deaf (Schools B, D, F & G) had an influence on SASL teachers' classroom practice. The following general comments illustrate how these principals' leadership influenced the SASL teachers' teaching strategies: "*The SMT encourages and supports us to have workshops in our phases and share lessons on how to teach SASL. I incorporate the examples of teaching SASL that the principal shows us into my lessons*" (Bonga); "*When the principal, as the leader of the school, comes into our class during the SASL lesson, greets us in SASL and signs that we are doing a great work, we become more determined to implement the SASL curriculum successfully. I do my best so that the principal is happier on his next visit. His visits motivate us to teach better*" (Ben); "*The school management buys the required teaching and learning equipment for us. We have a wide range of materials to choose from for our SASL lessons. This is Bonga because we are able to explore the different methods due to the availability of these materials*" (Bheki); "*Our principal is fluent in SASL. She has both the theoretical and practical knowledge of SASL. When I prepare a lesson, I take this into account in case she visits during the lesson*" (Fadheela).

All these comments show that the school management, in particular the principal as an instructional leader, can play an important role in the teacher's approach to SASL teaching. The findings indicate that four of the principals claimed ownership of the SASL curriculum, and proved to be motivating force. The participants confirm that the principals, in addition to motivating them, provided the resources needed for teaching SASL. According to the

participants from the four schools of the Deaf, their principals made themselves available as sources of advice and direction. Research studies (Cotton, 2003; King 2002) also indicate that effective instructional leaders are intensely involved in curricular and instructional issues that directly affect students' achievement. Teaching and learning is at the top of instructional leaders' priority list on a consistent basis (Elmore 2000). They lead from the front and champion the curriculum (Spillane, Halverson & Diamond, 2000).

In three schools for the Deaf, the principals did not provide the SASL teachers and Deaf teaching assistants with support necessary for the successful implementation of SASL as a new school subject. The lack of support proved de-motivated teachers and teaching assistants during the teaching of SASL.

Summary

The experiences and perceptions of SASL teachers and Deaf teaching assistants during the implementation of the SASL curriculum proved to have an impact on their choice of teaching strategies. While some participants spoke passionately about their implementation of the SASL curriculum, others spoke of the difficulty they experienced in the implementation process. It became clear that participants who strove to be involved in furthering their studies and receiving higher qualifications such as B.Ed honours, ACE, PGCE and NQF courses specialisation in SASL, felt that they have the necessary skills and confidence to implement SASL CAPS. Their experiences with professional development, including their own effort to supplement DBE training by taking extra courses, positively impacted their teaching approaches in the SASL context. The experiences of participants who relied solely on the once-off training workshops provided by the DBE had a negative impact on the teaching practices as those workshops were not adequate to equip them with the necessary skills required for teaching SASL as a first language.

CHAPTER ELEVEN

Reflections on my research journey

"*Every story has an end. But in life, every ending is just a new beginning*"
(Nawab Kutty)

Introduction

In this last chapter, I am reflecting on my research journey in beginning and concluding this thesis. These reflections give a bigger picture of the challenges, struggles and successes I achieved as a Deaf person in a hearing dominated world.

11.1 My PhD thesis writing: a roller coaster research journey

In this section, I reflect on my research journey in completing a PhD thesis. I share my experience during the journey as a Deaf person whose most accessible language is South African Sign Language (SASL). In the PhD journey, I engaged a number of Foundation Phase SASL teachers and Deaf teaching assistants in schools for the Deaf in Gauteng about their experiences during the implementation of SASL subject curriculum. To understand their experiences and perceptions, I think it is critical to also reflect on my own. I generally prefer it when someone else tells other people my story, as I am not used to speaking about myself. But since I am reflecting on my research journey, I have to. Before I go into detail about my PhD voyage, let me tell you about myself.

My story

I am a middle-aged man. I was born in a big segregated Ndebele village called Ga-Magongwa near Mokopane city in Limpopo, South Africa. The village was named Ga-Magongwa (meaning Magongwa's place) because my grandfather was the chief of the village. Due to his disagreements with the apartheid government, he was deposed and another chief outside of my family was appointed by the state. The village's name however remained Ga-Magongwa until to this day. I began my schooling in the village.

Upbringing and childhood experience

When I was in Standard 3 (now known as Grade 5), a tragedy occurred and I was left profoundly deaf in both ears. My deafness is referred to as 'post lingual deaf', a term referring to a person that lost their hearing after the acquisition of a spoken language. Doctors diagnosed the cause of my deafness as meningitis. I was really devastated when I could no longer hear sounds anymore. After spending almost, a year in various hospitals in Limpopo and Gauteng, doctors informed my mother that there was nothing they could do to correct my deafness.

On my discharge from hospital, the school in the village could not accept me as I could not hear the teachers. It pained me to see other children going to school while I stayed alone at home. Previously, when I could hear, I had many friends to play with but as I deaf person, people avoided me. I saw no future for me without interacting with other people. I believed I was the only deaf person in the world, as I had never met a deaf person before I became deaf.

At school for deaf children

A couple of months after my discharge from the hospital, August 1976 to be exact, our local parish priest informed my mother about the existence of a school for deaf children in a small town called Hammanskraal near Pretoria in Gauteng. My mother, wanting me to be educated, quickly took me to the school that same month, August. The principal , a Dominican Sister, was impressed with my ability to respond to her questions and she decided on the spot that I could stay at the boarding school. I started school the next day. I was put in a classroom with children of my similar age at the time. I later realized it was Grade One. I was too young to understand and just did what the teacher wanted us to do. After I completed a written activity quickly and easily while other children were still writing, the visibly surprised teacher alerted the principal about my performance and clear handwriting. The principal then led me to another classroom the same day. I later realized it was Grade Five. I was the youngest in the class and terrified of the big boys.

Accepting who I am

My experiences at Dominican school for the Deaf, Hammanskraal were a mixture of good and bad. The good thing was that it was at Dominican school for the Deaf where I learned about my deafness and accepted it. It was at this school where I met other people like me, Deaf people. It was at this school where I learned SASL from my peers. It was at this school where I learned Deaf culture and embraced it. It was at Dominican school where the desire to become a teacher of the Deaf developed. Often when a teacher was absent, I was asked to look after the learners in the classroom. I used the opportunity to teach them anything they wanted to know. Thus, my love for teaching grew while I was still at school. It was at this school where I met my role model and mentor, Fr Cyril Axelrod, a Deaf priest. He visited the school twice a month to celebrate the Holy Mass in SASL. He motivated me to study and get a matric certificate, as it would pave my way for further studies. In him I met someone I could emulate. Although he is Deaf and Blind now, I have a strong admiration for him.
The bad thing is that I was the youngest in Grade Seven but ended up the oldest in the same grade. I was made to repeat Grade Seven two times though I was the top achiever in the exams. The principal decided that I was too young to leave school. I was made to repeat the Grade Seven just to keep me at school. Grade Seven was the highest grade at the school during my time. I had no idea there was a possibility for me to attend an ordinary public school.

Fr Axelrod advised that attending an ordinary school was the only way I could obtain a matric certificate. My admiration of Fr Axelrod motivated me to enroll as a learner in an ordinary public school. A number of schools refused to accept me because I could not hear the teachers. However, with his and the new principal's support, I was finally admitted at a primary school near Dominican school for the Deaf.

Back to ordinary public school

I was successfully enrolled at the local primary school where I did Grade Five to 7 Seven. It was suggested that in the classroom, I sit in the front so I could lipread the teachers. How hard I tried it was not possible to lipread the teachers as they kept moving around when talking. It was at this school that I was again frustrated with my deafness. I sat in front of the class on a desk I brought from Dominican school for the Deaf as there were no single seat

desks at my new school. I was expected to lipread as teachers spoke. Honestly, I did not follow anything in the class. I just sat and wished the class was over so I can open my books and read. Despite my physical presence in the classroom, I felt like I was studying through correspondence. I did badly in some activities such as dictation, debates and Afrikaans. I was required to participate in oral activities such as recitation and debates without hearing what other learners were saying. Afrikaans was a compulsory subject, but it had not been taught at the school for the Deaf which I attended earlier, so it was an uphill battle for me. I have never raised my hand in class to answer an oral question in Afrikaans. On certain times where the teacher pointed at me to answer a question, the class would erupt in laughter at my voice or the off-the-mark answer I gave. It was hard to lipread what the teachers were saying. I just guessed what was being said. A few times I guessed correctly and many times wrongly. But through reading text books, I was able to survive.

Survival in an ordinary public school

There were times when I was so frustrated that I wanted to leave the school, but my desire to obtain a matric certificate compelled me to stay. As the only deaf learner in the school, I believed that to survive in a hearing environment, I had to develop a thick skin and not allow myself to be distracted by the challenges I faced. I loved to read books and that was my strength. Often, I was caught reading books instead of 'listening' to the teacher. Some teachers were furious while others left me alone. Amid the challenges I faced, I took solace in reading and doing my best in written work. As a result, I excelled in written work but not written Afrikaans.

Transition from middle to high school

Since the school was a middle school (intermediate phase) offering Grade Four to Seven, I had to seek enrollment at a high school to finish Grade 12. Once again with the help of Fr Axelrod's connections, I was enrolled at Bafokeng High School in Rustenburg, North West Province. Bafokeng High School was not far from Kutlwanong school for the Deaf. As a result, my reception at the new high school was not as challenging as at my previous school where I completed Grade 7. However, I was the only deaf learner in the school of 800 hearing learners. No one knew sign language. I faced the same communication challenges I had at my previous school; teachers talking while walking around, mouth covered, lip

movements too small to read, missing important announcements and a sense of alienation in communication situations. Communication with me was limited to lipreading, gestures and writing. My experience in the previous school motivated me to keep going. The fear of failure served as an additional motivation. I went on to complete Grade 12 without repeating a single grade. At the end of 1987, I achieved my longtime goal. I was one of the few Grade 12 candidates at the school who obtained a matric exemption.

'You cannot be a teacher'

My academic progress was interrupted for a year when no teacher training college or university was prepared to register me. Teacher training colleges insisted that a teacher must be someone who can hear the learners and that people with disability are excluded from the teaching profession. I was told, 'You cannot be a teacher'. Wits University commented that they never had a deaf student who uses SASL, so I should rather study at UNISA through correspondence. UNISA insisted that Wits has the necessary facilities, a disabled students' program to accommodate me. I felt like no teacher training institution wanted to accept me though I had obtained a Bachelor pass in Grade 12. However, after meeting the registrar at Wits accompanied by a social worker from DeafSA, I was conditionally accepted. The condition was that I register only for a few subjects and that I must pass all at the end of the year.

Student at Wits University

I was finally registered for a BA degree at Wits. I sat in the front row and asked students next to me for notes. At the end of the lectures, a student would give me a carbon copy of her notes. Unlike at schools where my classmates were reluctant to help me, at the university, students were willing to help me with notes. In the lecture hall, I also read slides on the screen to try and understand what was being presented. Toward the end of my first year, a new staff member in the disability programme office volunteered to interpret some lectures for me. At first it was a challenge. I had never used a sign language interpreter throughout my schooling. I became confused and distracted because I had to read the slides on the screen, look at the lecturer and then focus on the sign language interpreter. It was initially a daunting task. But slowly, I became familiar with the use of the sign language interpreter and began to participate in tutorials. Finally, I was happy to graduate with a BA in Education in 1994.

Entering the teaching profession

In 1995, I started teaching at Kutlwanong School for the Deaf near Rustenburg in North West Province. One of the subjects I taught was South African Sign Language. There was no approved SASL curriculum at that time and I had to use examples from spoken language curricula to put together the themes to teach in the SASL class. I had to refine my teaching of SASL through trial and error. I used the feedback from members of the Deaf community and colleagues to improve the SASL lessons and activities.

One of the most challenging parts of being a Deaf teacher is knowing that Deaf learners are fully capable of achieving the same education outcomes expected of any learner. However Deaf learners are frustratingly not achieving equal educational outcomes because some hearing teachers and parents have low expectations of deaf children. The system, particularly older hearing teachers, perceive Deaf learners as not being able to succeed academically. As a Deaf teacher at Kutlwanong School for the Deaf, I witnessed that Deaf learners can achieve the developmental outcomes that are expected by the education curricula. However, at times I found myself in a state of frustration, despair and despondency as a result of dealing with the challenges that faced Deaf learners my school. I felt that all teachers of the Deaf, including me, needed a professional training to empower ourselves as teachers of the Deaf. I discovered that all the teachers of the Deaf, including myself, entered Deaf education without being prepared to teach Deaf learners. In South Africa, teachers of the Deaf are not required to have a Deaf pedagogy before they start teaching.

Teacher of the Deaf training

In 2000, I visited the Centre for Deaf Studies and I was impressed by its programme for training teachers of the Deaf. I was invited to participate in the programme as a lecturer the following year. I found the decision to accept the offer difficult because I was the principal of a newly established school for the Deaf in North West. However, I felt that joining the teacher training programme at Wits University would have a bigger impact on Deaf education nationally because teachers entered schools unprepared to teach Deaf learners.

In 2002, I joined the teacher development programme with specialization in Deaf Education as lecturer and later the coordinator of the programme. The programme had an important

cause. It was the result of a research study conducted by the founder of the Centre for Deaf Studies. The research study had found that education of Deaf learners in South Africa was below par and needed to be improved. The improvement could be achieved through training teachers and parents of deaf children, Deaf adults, government and society in Deaf Education. I am currently the coordinator of the Deaf Education programme at the Centre for Deaf Studies, which is the umbrella body. My responsibility is to provide strategic leadership, teach, supervise students, engage the community and conduct research. I also studied part-time until I obtained a master's degree specialization in Deaf Education in 2008. The degree instilled in me the value of research.

PhD research study

In this story, I am likening the process of undertaking my research study to a journey; a roller coaster one, full of struggles, frustrations, surprises and joy. The journey in this context, refers to my experiences as a researcher as I worked to complete my PhD thesis. Along the journey, I met and worked with very interesting and wonderful people: supervisors, colleagues, teachers of the Deaf, Deaf teaching assistants, security guard manning school gates, principals, hostel parents and gardeners.

Having completed writing my PhD thesis, after struggling for years, I must admit that it was a roller coaster journey. Writing a PhD thesis was not one of my life's goals. I was content with the Masters of Education degree I had obtained at the University of the Witwatersrand years earlier. However, as an academic, the university's decision that all lecturers must possess at least a PhD, left me with two options: leave or accept the challenge. After speaking to various people closest to me and applying my mind, I decided to accept the challenge.

The decision to undertake the PhD research study was followed by more difficult decisions particularly with regard to the choice and availability of travel guides (supervisors). I had to choose two travel guides: one focusing more on Deaf cultural aspect and the other on the technical aspect of the research. We did not stick to the arrangement as both of the two supervisors were more than willing to help on any aspect of the research when asked. Initially, I wanted to start the journey immediately because I thought I knew a lot about Deaf education and SASL, but the supervisors emphasized that the journey should start with a thorough review of literature about my proposed destination. In other words, the supervisors

wanted me to have a clear view of my destination before I started my long journey. They wanted me to know the experiences of the previous travelers. Personally, I did not see the need for such an in-depth literature review. I reluctantly started on it. However, during the literature review, it became clearer why I had to do the review. I found that there was much to learn from the books, articles and experiences of other travelers before me.

Reading all the piles of books, articles and websites was at times very frustrating and confusing. The frustration and confusion which I could not deal with were taken to my supervisors who patiently listened and offered their advice for which I am grateful. Their availability and advice helped me keep on track.

Reviewing the literature was time consuming and alienated me from my family and the Deaf community. I even gave up my advocacy work as the chairperson of the Deaf Federation of South Africa, a national organization that represents the rights of more than 1.6 million Deaf people in South Africa. It was not an easy decision, as I had been with the organization since it was transformed from a hearing-led organization to a Deaf-led organization in 1995. My decision was a big move from advocacy to research. It is a move that was a wise one, I realized during the research journey. Though reading the literature was sometimes boring, it was exciting at other times. I found certain issues in Deaf education that I thought I knew but I did not. The new information thus filled gaps in my knowledge. During the process of reviewing literature on Deaf studies and signed languages around the world I changed, as I gained new knowledge and a new way of thinking.

Thinking about the journey

But I must state it, the start of the research journey was not as smooth as I had expected. As I said earlier, there was no interest in me to undertake a study journey because I felt it was pressured by my employer, the university. It was not I who wanted to do the research but the context in which I worked demanded that I do. I think that was why I initially struggled to find a research topic to pursue. Luckily, a colleague of mine suggested a research topic. It sounded interesting, relatively easy and simple and it seemed that it would not take much of my time. Whether I was right or wrong I cannot say. I took the topic, wrote a proposal and it was accepted by the university but I quickly lost interest. I dropped out and spent time thinking what topic was best to conduct research on. The time away from research became a

time of reading and reflection. The knowledge I gained from reflections transformed my thinking.

The research journey begins

A few years later it happened that South African Sign Language (SASL) was being introduced in schools for the Deaf in South Africa. There were a lot of debates in the country about the preparedness of the teachers to teach SASL as a Home Language subject in schools for the Deaf. It was a common knowledge that many hearing teachers of the Deaf were not proficient in SASL. As a member of the ministerial committee, called the SASL Curriculum Management Team at the time, we were tasked by the Department of Basic Education to conduct a research on the readiness of schools for the Deaf to introduce SASL as an examinable school subject. The research revealed that the many schools were not ready but due to the pressure from the Deaf community and the Springate litigation case at the Pietermaritzburg High Court, SASL had to be introduced in schools for the Deaf without any further delay. In 2015, SASL was officially introduced in schools for the Deaf in South Africa. As a former teacher in schools for the Deaf, I wondered how the SASL teachers and Deaf teaching assistants were handling the situation, what are their feelings, experiences and perceptions of teaching SASL as a Home Language, a language that is recognized by the South African Schools Act and used in the teaching and learning of deaf learners since 1996. I had no answers, so the idea of doing research on their experiences during the implementation of SASL came up. This sounded like a very good idea. I proceeded to write a research proposal for the PhD and to my pleasure, I got the green light conduct the research study.

Visiting schools for the Deaf as a researcher

Along the journey I had to visit schools for the Deaf in Gauteng in order to collect data. I had visited a number of schools for the Deaf as an invited speaker but visiting the school as a researcher for the second time was different. As a guest speaker, a red carpet was laid for me, but as a researcher, there were no red carpets. The passages were as empty as if the schools were discarded. I wondered why? Maybe some people must have seen me like a much-feared school inspector. It was assumed I came on the order of the Department of Education to evaluate teachers' signing skills and to report back to the Department. But in reality, I was a

guest in their place. They held the power, not me, because they choose what to tell me, what not to tell me and what to emphasize. However, I enjoyed these visits the most. Teaching is my profession and reconnecting with people I worked with previously was interesting and a new learning experience. I had questions on the topic for which I got answers from most of them from these visits and research. As a researcher rather than a guest speaker, I was revisiting schools with different eyes and a different mind.

A participant observer

My research study was conducted within my professional field and experience. I was thus a participant observer in my research study. Deaf Education studied was my work context. The phenomenon being investigated was one in which I had personal experience and perception. Some of the teachers' responses (specifically from Deaf teachers and teaching assistants) were what I anticipated because they resonated with my own experience as a former SASL teacher in schools for the Deaf. However, other comments, particularly from hearing SASL teachers, forced me to stop and reflect on the perspectives which were very different from my own. As a result of all these experiences, what I knew at the beginning of the research study is different from what I know now at the end of the research study. Who I was at the start of the journey is different to who I am at the end of the journey.

Personally, I am excited that SASL was introduced in schools for the Deaf as a subject. Deaf learners are being given an opportunity to study and receive education in their home language of choice. However, SASL will not enjoy equal opportunities as other spoken language until it is offered in public ordinary schools, in particular, full-service schools.

My companions

In my PhD research journey, I walked with a team of three people, two supervisors who were my travel guides and a professional SASL interpreter. We formed a community. Each person brought specific expertise to the relationship. As I pointed out earlier, I began the journey naively with little interest in the process, but over time I began to construct new knowledge and developed a new voice. The supervisors provided inspiration, knowledge and experience in the research process and the world of academia. The SASL interpreter provided accessible communication between my supervisors, and with people at the research sites who are not

proficient in SASL. I was also lucky to meet along the journey a visiting professor from the University of Manchester UK, who provided additional inspiration. She is a hearing professor and fluent in BSL. She has a close connection and respect for working alongside Deaf professionals and yet she accepts it when the Deaf lead. She is an active participant in a community of Deaf researchers, something I wish could be established at Wits University. She shared her experience of how the community of Deaf researchers work. During my journey I often felt lonely because I did not have an opportunity to interact with a community of Deaf researchers. However, I learned a lot about myself and my experiences through the process of interactions with the supervisors, the visiting professor and the SASL interpreter. Without their companionship, I doubt I would have completed my research journey. There were, and still are, great companions.

An unintended outcome of the research journey was my increased understanding of how the research process empowered me and the participants. When I started the journey, I did not fully appreciate the impact of the research study. However, the journey allowed a good partnership between myself and supervisors and between myself and participants which led to the collection of rich data and eventually concluding the journey on a high note.

Teaching SASL

Due to the shortage of qualified Deaf teachers to teach SASL as a subject, a team-teaching model is being applied in schools for the Deaf. This bilingual-bicultural team-teaching model entails the pairing of a hearing teacher with a Deaf teaching assistant in a SASL classroom. The most important reason for the team teaching is being both cultural and linguistic. Where the hearing teacher is not fluent in SASL, the presence and participation of a proficient Deaf SASL role model to Deaf learners is important for linguistic and cultural reasons. I found the pairing useful in teaching SASL. As the DBE was advised by the SASL CMT, Deaf SASL teachers are not expected to have a Deaf teaching assistant. Although I was a member of the SASL Curriculum Management Team that recommended the team-teaching model, during my research study I found that some Deaf SASL teachers also require to be paired with a Deaf teaching assistant who is proficient in SASL. Some Deaf teachers assumed that they were using SASL while they were in fact using sign-supported English, that is, their signs were presented in English word order as evidenced by the English mouth patterns. This led me to conclude that being Deaf and a qualified teacher does not necessarily ensure that the

person is proficient in SASL. Deaf SASL teachers in two schools were not aware that they were not using SASL but simultaneous communication in their teaching. The constant use of English lip patterns while signing can restrict the inclusion of non-manual features in expressing an idea in SASL. Non-manual features are an integral part of SASL. As Deaf learners copy the SASL teachers, they do not use non-manual features when they sign, thus downgrading SASL. The SASL teachers and Deaf teaching assistants should be taught to distinguish between SASL and sign supported spoken languages.

The appointment and use of Deaf teaching assistants

The way the majority of Deaf teaching assistants were recruited raised eyebrows. In all the schools visited, almost all the Deaf teaching assistants are former learners of their schools. Their status only changed from being registered learners to teaching assistants in the same environment. They are working in the same schools that failed them as pupils. Deaf teaching assistants' positions should follow the recruitment procedures that is, advertisement, selections and interviews. Since there are no pre-service training for the Deaf teaching assistants, the Deaf teaching assistants who are successful in their interviews need first to be empowered to acknowledge and be proud of their expertise in SASL.

During data collection, it was observed that some Deaf teaching assistants have internalized the feeling of lack of worth. As learners, the system did not expect much of them. There is a history of hearing teachers using Deaf teaching assistants for non-teaching related tasks. All this has been internalized, and now, as teaching-assistants, the feeling of inferiority is still present. For a bicultural and bilingual team-teaching model to succeed in the teaching of SASL subject, Deaf and hearing SASL teachers and Deaf teaching assistants should relate to each other as equals in order to work as a team. The contribution of each member in the team should be acknowledged and respected. A hearing teacher brings expert knowledge of pedagogy and classroom practice. A trained Deaf teaching assistant brings expert knowledge of SASL and Deaf culture.

SASL subject advisors

The provision of SASL subject advisors needs urgent attention if the implementation of SASL subject curriculum is to bear the desired outcomes. No one of the SASL teachers or

Deaf teaching assistants mentioned receiving support from SASL subject advisors. Since SASL subject curriculum was being implemented for the first time in 2015 and schools for the deaf were not ready, the provision of a specialist office-based educator in a district or circuit office could have played a key role in supporting the SASL teachers and Deaf teaching assistants. Subject advisors facilitate curriculum and improve the learning and teaching environment . They facilitate the process of learning and teaching by frequently visiting schools, consulting with and advising the SMT and teachers on curriculum matters. The advice from the SASL subject advisors is crucial for successful SASL curriculum implementation. The SASL teachers that were interviewed yearned for SASL subject advisors who are willing and available to help address systemic challenges in schools for the Deaf that may hinder delivery of the SASL subject curriculum.

SASL and Total Communication

Several schools observed professed to using SASL, but in reality, they used, total communication (a mixture of signs that are supported by a spoken language, often English). Although the correct reference of this communication approach is 'simultaneous communication', I use the term 'total communication' as that is what speaking and signing at the same time is referred to in the South African Deaf education context. Signing and speaking at the same time presents an impediment to learning important aspects of SASL. Total communication does not only undermine SASL, it creates barriers to quality education for Deaf learners. If SASL is used by proficient and trained SASL teachers, both teachers and Deaf learners will get to understand the language and that it is different from total communication. This will effectively lead to the respect of SASL as a real language and equal in status with spoken languages.

Any journey can be completed

People often ask me how I managed to progress academically while I could not hear my teachers, lecturers and other students. Well, the answer is simple: I believe in myself. I have the feeling of "I CAN". The fact that I could not hear my teachers made me fear failing the exams. This fear of failure made me do my best to catch up with what I missed in classes. To catch up, I study smartly on my own. When I encountered a problem, I consulted only teachers who believed in me. For teachers who did not believe in the potential of a Deaf

person to succeed, I set out to disappoint them by performing well in my school work. I learned not to worry about whether I heard the teacher or not, but to worry about my performance in the school work. I always tell Deaf children to believe in themselves, tell the parents to get involved in the education of their children, tell teachers to accelerate Deaf children's learning and tell the society to accept Deaf people as members of the society with equal rights. I believe that this successful research journey encourages readers, in particular members of the Deaf community, to conduct further research. There are many destinations to travel to.

The following quote by a Deaf student after learning about Deaf scientists and their accomplishments resonates with my research voyage.

> "*I am now more aware of how we (deaf) have to work twice as hard to get where we want to be, to get what we need, to get support and equal rights. By doing this we will make it easier for our next generations to have more equal access to life as did the past generations made it easier for us today*" (A Deaf student cited in Marschark, 2002, p. 30).

"*It always seems impossible until it is done*" (Nelson Mandela). This is the quote that I carried with me throughout my roller coaster PhD research journey.

11.2 Conclusion

This thesis is based on the research study which was about the exploration of the experiences and perceptions of Grades One and Nine SASL teachers and Deaf teaching assistants during the implementation of SASL as a subject in schools of the Deaf in Gauteng South Africa. This chapter thus presents conclusions of what was discovered in the research study. It also offers suggestions and recommendations (based on the findings of the research study) in relation to the implementation of SASL as a subject in schools for the Deaf. In doing so, I look back at the three overarching research questions that guided this research study. The first question sought to establish facilitating factors during the implementation of SASL curriculum. The second question sought to establish the inhibiting factors during the

implementation of the SASL curriculum. The third question sought to establish how these factors (experiences) informed their (teachers) practice of teaching SASL.

1. ***What factors, as you experience and understand, facilitate the teaching of SASL as a first language subject?***

Based on the findings, the study revealed that the SASL teachers and Deaf teaching-assistants possess positive attitudes and views towards the implementation of SASL CAPS. They were driven by an acknowledgement that SASL subject curriculum was a need for Deaf learners. SASL teachers mentioned the facilitating factors during the implementation of SASL curriculum as: adequate training, good subject matter knowledge, enough time for teaching, SASL teaching experience, adequate learning and teaching materials, good support structure, good instructional leadership, positive SASL climate, and positive attitude and emotions. No single factor discussed was seen as more important than the others. The facilitating factors worked together to enable SASL teachers to implement the CAPS for SASL.

2. ***What factors, as you experience and understand, inhibit the teaching of SASL as a first language subject?***

The findings in the research study indicate that there existed some problems with the implementation process of the SASL curriculum. The major barriers to the successful implementation of the SASL curriculum that were encountered by SASL teachers and teaching-assistants included: a lack of a sustainable in-service training, limited resources, poor teacher content knowledge, insufficient time for teaching, inadequate learning and teaching materials, poor support structures, poor instructional leadership, negative SASL environment and negative attitude and emotions. The finding confirms that SASL teachers and teaching assistants were not sufficiently trained during the initial stage of the introduction of the SASL CAPS.

3. ***How do the factors as you experience inform your SASL pedagogical strategies?***

The participants' replies revealed that the SASL teachers and teaching-assistants gained some benefits from the implementation of the curriculum. Subsequent to the training workshop they had attended, the SASL teachers and teaching assistants within each school continued to

learn. They held small workshops to demonstrate to one another how to teach a specific theme from the SASL CAPS; teachers who missed the DBE run workshops were briefed. This helped teachers to experiment with new strategies.

In spite of the numerous challenging factors, the SASL subject curriculum is being implemented in schools for the Deaf in South Africa. However, if the SASL teachers and Deaf teaching assistants do not receive on-going professional development activities to deepen their knowledge and skills, the SASL HL curriculum's introduction cannot be successfully implemented. The implementation the new SASL curriculum is demanding on SASL teachers and Deaf teaching assistants. After training, the SASL teachers and Deaf teaching assistants require trainers to offer more follow-up professional development activities. The findings further indicate that the implementation of the SASL CAPS is taking place on an unequal basis between resourced and under-resourced schools for the Deaf. The findings show the immense benefit of pre-service training for potential SASL teachers. Although the inhibiting factors cannot be removed in totality, with proper planning, preparation and sustained support to the SASL teachers and Deaf teaching assistants, the inhibiting factors can be significantly reduced.

11.3 Recommendations

The sharing of "lived experiences" of the participants in this study, the analysis of the data, and constant reflection on my part have all shaped the following recommendations:

- The government of South Africa, through the Ministry of Basic Education (DBE) has taken a bold and laudable step by introducing CAPS for South African Sign Language. The DBE should now provide a sustained in-service training programme for SASAL teachers and Deaf teaching assistants. A provision of SASL subject advisors to complement the training.

- The Department of Basic Education should revisit the issue of SASL resources in the schools for the Deaf countrywide. First, ensure that all schools have physical facilities, for example, libraries and Sign language laboratories. Second, libraries and SASL laboratories need to be well-equipped if they are to be of any use to SASL

teachers and Deaf learners, and to enable the successful implementation of the SASL CAPS.

- The Department of Basic Education and Department of Higher Education and Training need to strengthen their partnership in the training and preparation of pre-service teachers of the Deaf.

- The government should include SASL on the list of subjects under the Funza Lushaka Bursary Scheme, because some student-teachers wanting to study SASL are prevented from doing so due to the lack of funding.

- The School Management Teams and SGBs in schools for the Deaf should ensure that the school that offer SASL as an examinable subject have a coherent policy on SASL.

- Teachers and other role-players should encourage and motivate all learners in their schools to embrace and respect South African Sign Language as a primary language of Deaf learners.

11.4 Closing remarks

My learning and insight is that the revelation of the experiences and perceptions of SASL teachers and Deaf teaching assistants during the implementation of the CAPS for SASL is important. This is especially because the SASL curriculum is being implemented for the first time and it still needs to be reviewed. In addition, the implementation of the CAPS for SASL requires the active participation of all the role-players such as the DHE, DBE, SMT, SGBs, teachers, learners, and other staff members by collectively working together to create a climate that facilitates successful delivery of the SASL curriculum. Although the DBE is the legal custodian of the school education and has to fulfil its mandate, the role players such as teachers, parents, and staff members have to fulfil their mandates as well in order for the objectives of the SASL curriculum to be achieved. SASL teachers should endeavour to supplement the support offered by the DBE by taking charge of their professional development. They (teachers) are encouraged to seek other avenues through which to gain competencies needed for SASL teaching. Teacher training providers such as Wits, UFS, SLED and NID have the necessary courses that equip teachers of the Deaf with knowledge

and skills in SASL and Deaf education. Deaf teaching assistants should improve their academic qualifications to ultimately become qualified SASL teachers. The school management, including the School Governing Bodies, ought to play their part by motivating teachers and learners and encouraging parental involvement in their schools.

Due to the insufficient preparation of teachers and teaching assistants prior to the implementation of SASL CAPS, regular in-service training by SASL pedagogy experts can provide the impetus to continue with the implementation. Schools for the Deaf should use staff with specific expertise in SASL to help SASL teachers and Deaf teaching assistants in implementing the SASL curriculum. The HoDs heading SASL subject and principals (provided they are experts in SASL pedagogy) can show SASL teachers how they would teach a SASL lesson. In addition to this, SASL departmental meetings should include SASL lesson planning and teaching in the classroom. SASL teachers in a particular school for the Deaf should hold workshops where they share lessons and how to effectively use the teaching and learning materials in a SASL classroom. A continuous on-site training needs to be prioritised because of the unpreparedness of SASL teachers and teaching assistants on the implementation of SASL curriculum.

If all the role players carry out their mandates, the system will work well and SASL CAPS will be successfully implemented for schools for the Deaf throughout South Africa. To all the role players in the South African Sign Language curriculum implementation context, I conclude by saying: ‘The power is in your hands’.

“*Once a frog decided to climb a tree*
All the other frogs shouted; “It’s impossible, it’s impossible”
Yet the frog reached the top. How? Because he was DEAF!
He thought that everyone was encouraging him.”

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Appendices

Appendix A: Participant's biographical details

(To be completed by SASL teachers and Deaf teaching assistants in Grades 1 and 9 in the school)

Title	
Name	
Surname	
Home language	
Gender and age	
Where did you learn SASL?	
At what age did you first learn SASL?	
Teaching qualifications: Name the degrees you have, Name the diplomas you have, Name the certificates you have.	
Major subjects that you are qualified to teach.	
What formal training did you undergo with regard to SASL teaching?	
Indicate what SASL in-service training you received.	
Since when have you been teaching SASL?	
Any additional information about yourself that you would like to share (if any).	

Appendix B: Information Sheet: SASL Teachers

15 August 2016

My name is Lucas Magongwa and I am a Doctor of Philosophy (PhD) candidate within the Centre for Deaf Studies, School of Education at the University of the Witwatersrand.

I am doing research on the experiences of South African Sign Language (SASL) teachers regarding the implementation of SASL as a first language subject in schools for the Deaf in the Gauteng Province. The data from this study will be published as a PhD, and will also be used to present at conferences and write journal articles.

My investigation involves interviewing teachers and Deaf teaching assistants who are tasked with the teaching of SASL as a subject in Grades 1 and 9. I am writing to you to invite you to voluntarily participate in this study by availing yourself to be interviewed by me for 40-60 minutes. The DGE and your principal have given me permission to approach you.

If you agree to being interviewed for the study, I will personally interview you individually at a time convenient to you and your school. At another time, I will also interview teaching assistants. You will be interviewed individually at a time convenient to you and the school. In addition, I also ask your permission to be video-recorded during the interview. Video-recording is necessary for this specific study because SASL does not have a written form and I want to ensure an accurate transcription into English. The interview will be conducted in SASL for our convenience as we are both SASL users. An interpreter will be available if you choose to speak. He has signed a confidentiality agreement.

Remember, this is not a test. It is not for marks and it is voluntary, which means that you don't have to do it. Also, if you decide halfway through that you prefer to stop, this is completely your choice and will not affect you negatively in any way.

In the research report, I will not be using your own name but I will make one up so no one can identify you or the school at which you work. All information about you will be kept confidential in all my writing about the study. Also, all collected information will be stored safely and destroyed between 3-5 years after I have completed my project. The video-recorded interview will not be viewed by anyone other than me (as the researcher), the translator and my two study supervisors.

I look forward to working with you!

Please feel free to contact me if you have any questions.

Thank you

L.M. Magongwa

Lucas Magongwa
27 St Andrews Road, Parktown, 2391
lucas.magongwa@wits.ac.za
072 542 0875

Appendix C: Information Sheet: Deaf teaching assistants

15 August 2016

My name is Lucas Magongwa and I am a Doctor of Philosophy (PhD) candidate within the Centre for Deaf Studies, School of Education at the University of the Witwatersrand.

I am doing research on the experiences of South African Sign Language (SASL) teachers and Deaf teaching assistants regarding the introduction of SASL as a subject in schools for the Deaf in the Gauteng Province. As you collaborate with the SASL teacher in the classroom, I would like to interview you too. My investigation involves interviewing teachers and Deaf teaching assistants who are tasked with the teaching of SASL as a first language subject in Grades 1 and 9. I will personally interview you, if agree to participate voluntarily in the study. You will be interviewed individually at a time convenient to you and the school. I will, with your permission, video-record the interview for the purpose of accurate data transcription and analysis. We will agree on the date and time of the interview.

I was wondering whether you would mind if I invite you to voluntarily participate this study by availing yourself to be interviewed by me for 40-60 minutes. If you agree to the interview, I also ask your permission to be video-recorded during the interview. Video-recording is necessary for this specific study because SASL does not have a written form and I want to ensure an accurate data transcription and analysis.

Remember, this is not a test, it is not for marks and it is voluntary, which means that you don't have to do it. Also, if you decide halfway through that you prefer to stop, this is completely your choice and will not affect you negatively in any way.

I will not be using your own name but I will make one up so no one can identify you or the school at which you work. All information about you will be kept confidential in all my writing about the study. Also, all collected information will be stored safely and destroyed between 3-5 years after I have completed my research. The video-recorded interview will not be shown to anyone other than the translator, me as a researcher and my two study supervisors. The translator will sign a contract that she/he will not disclose any information from the study.

I look forward to working with you!

Please feel free to contact me if you have any questions.

Thank you

L.M. Magongwa

Lucas Magongwa
27 St Andrews Road, Parktown, 2391
lucas.magongwa@wits.ac.za or 072 542 0875

Appendix D: Letter to the principal

15 August 2016

My name is Lucas Magongwa. I am a Doctor of Philosophy (PhD) candidate within the Centre for Deaf Studies, School of Education at the University of the Witwatersrand.

I am doing research on the experiences of South African Sign Language (SASL) teachers and Deaf teaching assistants regarding the implementation of SASL as a first language subject in schools for the Deaf in Gauteng Province. The data from this study will be published as a PhD, and will also be used to present at conferences and write journal articles.

My research involves interviewing teachers and teaching assistants who are tasked with the teaching of SASL as a first language subject in Grades 1 and 9 only. I will personally interview teachers and teaching assistants who agree to participate voluntarily in the study. The participants will be interviewed individually at a time convenient to the teachers and the school. I will, with the permission of the participants, video-record their responses for the purpose of accurate data-collection and data-transcription into English. Each interview will take 40-60 minutes and will be conducted at the school premises with your permission. I will agree with the participants on the date and times of the interview. This will preferably be after school or when the teacher is free.

The reason why I have chosen your school is because it is one of the schools for the Deaf in Gauteng that are implementing SASL as a first language subject and is within my accessible area.

I am inviting your school to participate in this research which will benefit the school and the government when reviewing the South African Sign Language subject curriculum in the future. Permission has been secured from the Gauteng Department of Education and the University of the Witwatersrand.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw from participation at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and the identity of the school will be kept confidential at all times and in all academic writing about the study. Their individual privacy will be maintained in all published and written data resulting from the study.

All research data will be kept safely and destroyed between 3-5 years after the completion of the project.

I request that you assist me with the following:

1. Provide me with the names and contact details of teachers who are teaching SASL as a subject in Grades 1 and 9.

2. Provide me with the names and contact details of teaching assistants who are teaching SASL as a subject in Grades 1 and 9.

3. Assist with the distribution of the letters and questions to the teachers and teaching-assistants for them to prepare. Each person gets a letter, a question sheet and biographical data sheet.

4. Give me permission to contact the teachers and teaching assistants to arrange the date and times for the interview.

5. Identify a room for me to conduct the interviews preferably when teachers are free from teaching but still at school.

If there is any issue you need clarity on, please email me or SMS me on details below.

Yours sincerely,

L.M. Magongwa

Lucas Magongwa
2015ECE020D

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Appendix E: Interview schedule A: SASL Teachers

Set A:

1. What does SASL as a first language subject mean?
2. Which grade do you teach SASL as a subject?
3. How long have you being teaching SASL as a subject?
4. How many periods per week do you have for teaching SASL subject and how did you decide on them?
5. Why did you become a SASL subject teacher?
6. What is motivating you to teach SASL subject? Be specific and provide examples.
7. How did you learn or acquire SASL?
8. What teaching and learning resources do you use to teach SASL subject?
9. Where do you get the teaching and learning materials?
10. How does SASL subject differ from SASL LOLT?
11. How do you use the SASL curriculum in the teaching of SASL subject?
12. What kind of training did you receive to become a SASL subject teacher?
13. How did you prepare to be a SASL subject teacher?
14. Tell me what you consider to be the essential factors of effective teaching of SASL subject.
15. How do you benefit from the service of the SASL subject advisor?
16. What can the DBE do to support you and help you meet your teaching goals?
17. What are you doing to help yourself teach SASL subject effectively?
18. Show me any artefacts (if any) you use in the teaching of SASL as a subject.

SET B:

1. What difficulties do you experience during the teaching of SASL subject?
2. What aspects of the SASL curriculum might be hindering your teaching of SASL subject?
3. What external factors make the teaching of SASL as a subject difficult?
4. Were you appropriately trained for the teaching of SASL as a subject? Describe the training in any, and how you felt after its completion.
5. What are any other factors that may inhibit the teaching of SASL as a subject?

SET C:

1. Do you teach the language as written in the SASL curriculum? Yes, why or No, why?
2. How do you adapt the curriculum to suit your context?
3. What have you learnt from your experience of teaching SASL as a subject that enables you to cope with the teaching situation?
4. Describe to me your strategies for accommodating the various dialects of SASL.
5. How have your experiences in the implementation of SASL CAPS impacted on your teaching of SASL as a subject?
6. What strengths to you bring to the teaching of SASL subject?
7. How would you help a beginning SASL teacher struggling to teach the language?

8. What could you do differently that might improve your teaching of the SASL subject?
9. What is your best /and your worst SASL subject teaching experience so far and why?
10. What would further support your teaching of SASL subject?
11. What specific suggestions for change do you have that will help in the teaching of SASL subject?

…….....

Thank you

Lucas Magongwa
2015ECE020D

Appendix F: INTERVIEW SCHEDULE

SASL Deaf Teaching assistants

Please prepare to answer these questions as honestly as you can.

Set A:

1. What is SASL subject?
2. What is your role in the teaching of SASL subject?
3. Why are you allocated a teacher?
4. How did you qualify to be a Deaf teaching-assistant?
5. How is SASL as a subject being taught in your school?

Set B:

1. How does team-teaching create challenges during the teaching of SASL subject?
2. How does the School Management support the teaching of SASL as a subject?
3. What impedes the teaching of SASL as a subject?
4. What training did you receive before the introduction of SASL as a subject?
5. Describe your feeling after the training.

Set C:

1. What are the best practices do you want to share with new Deaf teaching-assistants?
2. What creative ways do you use to help assist the teacher in teaching SASL as a subject?
3. What creative ways do you utilize to assist learners understand SASL as a first language subject?
4. What positive experience do you have that helped you cope with the implementation of SASL as a subject?
5. What negative experience do you have that helped you cope with the introduction of SASL as a subject?

……

Thank you

Lucas Magongwa
2015ECE020D

Appendix G: Training schedule for SASL teacher and Deaf teaching assistants

TRAINING SESSION FOR TEACHERS AND DEAF TEACHING ASSISTANTS IN PREPARATION FOR THE IMPLEMENTATION OF THE SOUTH AFRICAN SIGN LANGUAGE CURRICULUM

06 -10 October 2014
DRAFT PROGRAMME

Day 1: 06 October 2014

08:30 – 09:00	**ATTENDANCE/REGISTRATION**	
09:00 – 09:15	**OPENING AND WELCOME**	Dr. Moses Simelane
09:15 – 10:30	**BACKGROUND AND DEVELOPMENTAL PROCESS**	Ms. Anna-Mart Schroeder
10:30 – 11:00	**TEA**	
11:00 – 12:00	**INTRODUCTION AND DESCRIPTION OF SASL CAPS**	Ms. Anna-Mart Schroeder
12:00 – 13:00	**DEAF CULTURE (BICULTURALISM)**	Dr. Ansuya Ram and Mr. Lucas Magongwa
13:00 – 14:00	**LUNCH**	
14:00 – 15:00	**BILINGUALISM**	Dr. Philemon Akach and Mr. Lucas Magongwa
15:00 – 16:00	**SASL AS A SUBJECT VS SASL AS LoLT**	Ms. Minna Steyn

TRAINING SESSION FOR TEACHERS AND DEAF TEACHING ASSISTANTS IN PREPARATION FOR THE IMPLEMENTATION OF THE SOUTH AFRICAN SIGN LANGUAGE CURRICULUM

06 -10 October 2014

DRAFT PROGRAMME

Day 2: 07 October 2014

08:30 – 08:45	**OPENING AND WELCOME**	Ms. Anna-Mart Schroeder
08:45 - 09:15	**LANGUAGE IN EDUCATION POLICY**	Ms. Anna-Mart Schroeder

SEPARATE SESSIONS:

09:15 – 11:00	**ATTITUDES – MIND SHIFTS (SHARING EXPERIENCES) GROUP WORK**	Dr. Philemon Akach and Mr. Lucas Magongwa
11:00 – 11:30	**TEA**	

JOINT SESSIONS:

11:30 – 13:00	**TEAM TEACHING MODEL**	Dr. Philemon Akach and Mr. Lucas Magongwa
13:00 – 14:00	**LUNCH**	

SEPARATE SESSIONS:

14:00 – 16:00	**SASL CAPS SECTION 3: SKILLS OVERVIEW AND TEACHING PLANS**	Ms. Minna Steyn (Grade 9) and Dr. Ansuya Ram (Foundation Phase)

TRAINING SESSION FOR TEACHERS AND DEAF TEACHING ASSISTANTS IN PREPARATION FOR THE IMPLEMENTATION OF THE SOUTH AFRICAN SIGN LANGUAGE CURRICULUM

06 -10 October 2014
DRAFT PROGRAMME

SEPARATE SESSIONS:
Day 3: 08 October 2014

08:30 – 08:45	**OPENING AND WELCOME**	Ms. Anna-Mart Schroeder
08:45 - 11:00	**SASL CAPS SECTION 4: ASSESSMENT**	Dr. Ansuya Ram
11:00 – 11:30	**TEA**	
11:30 – 13:00	**BREAK AWAY SESSION ON TEACHING PLANS (Section 3) AND ASSESSMENT (Section 4)**	Dr. Ansuya Ram and Mr. Lucas Magongwa (Foundation Phase) Ms. Minna Steyn and Dr. Philemon Akach (Grade 9)
13:00 – 14:00	**LUNCH**	

SEPARATE SESSIONS:

14:00 – 16:00	**GRAMMAR OF SASL**	Dr. Philemon Akach/ Mr. Lucas Magongwa (Deaf teaching) and Ms. Minna Steyn / Dr. Ansuya Ram (teachers)

TRAINING SESSION FOR TEACHERS AND DEAF TEACHING ASSISTANTS IN PREPARATION FOR THE IMPLEMENTATION OF THE SOUTH AFRICAN SIGN LANGUAGE CURRICULUM

06 -10 October 2014
DRAFT PROGRAMME

SEPARATE SESSIONS:

Day 4: 09 October 2014

08:30 – 08:45	**OPENING AND WELCOME**	Ms. Anna-Mart Schroeder
08:45 – 10:30	**GRAMMAR OF SASL**	Dr. Philemon Akach/ Mr. Lucas Magongwa (Deaf teaching) and Ms. Minna Steyn / Dr. Ansuya Ram (teachers)
10:30 – 11:00	**TEA**	
11:00 – 13:00	**GRAMMAR OF SASL**	Dr. Philemon Akach/ Mr. Lucas Magongwa (Deaf teaching) and Ms. Minna Steyn / Dr. Ansuya Ram (teachers)
13:00 – 14:00	**LUNCH**	
14:00 – 16:00	**GRAMMAR OF SASL**	Dr. Philemon Akach/ Mr. Lucas Magongwa (Deaf teaching) and Ms. Minna Steyn / Dr. Ansuya Ram (teachers)

TRAINING SESSION FOR TEACHERS AND DEAF TEACHING ASSISTANTS IN PREPARATION FOR THE IMPLEMENTATION OF THE SOUTH AFRICAN SIGN LANGUAGE CURRICULUM

06 -10 October 2014
DRAFT PROGRAMME

JOINT SESSION:
Day 5: 10 October 2014 2013

08:30 – 08:45	**OPENING AND WELCOME**	Ms. Anna-Mart Schroeder
08:45 – 10:30	**SASL TERMINOLOGY AND CONCEPTS**	Training team
10:30 – 11:00	**TEA**	
11:00 – 11:30	**ROLES AND RESPONSIBILITIES OF SUBJECT ADVISORS**	Ms. Anna-Mart Schroeder
11:30 – 13:00	**EVALUATION FORM WAY FORWARD**	Ms. Anna-Mart Schroeder/ Dr. Moses Simelane
13:00 – 14:00	**LUNCH**	

Appendix H: Ethics clearance

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa. Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za

03 November 2015

Student Number: 8910575A

Protocol Number: 2015ECE020D

Dear Lucas Magongwa

Application for Ethics Clearance: Doctor of Philosophy

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has considered your application for ethics clearance for your proposal entitled:

The Introduction of South African Sign Language as a subject in schools for the Deaf: The teachers' experience.

The committee recently met and I am pleased to inform you that **clearance was granted**. However, there were a few small issues which the committee would appreciate you attending to before embarking on your research.

The following comments were made:

- It should also be indicated that data will be stored at the Wits School of Education as well.
- The Information Sheets and Letters of Consent should mention that the data might be used for a conference presentation and/or a journal article.

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.
Yours sincerely,

M Mabeta

Wits School of Education
011 717-3416

Cc Supervisor: Dr Carola Steinberg and Prof Claudine Storbeck

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Appendix I: Research approval letter from GDE

For administrative use only:
Reference no: D2016 / 310
enquiries: Diane Buntting 011 843 6503

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GDE RESEARCH APPROVAL LETTER

Date:	**15 October 2015**
Validity of Research Approval:	**8 February 2016 to 30 September 2016**
Name of Researcher:	**Magongwa LM**
Address of Researcher:	**11 – 2nd Avenue; Westdene Johannesburg; 2092**
Telephone / Fax Number/s:	**011 673 9008; 072 542 0875; 011 717 3749**
Email address:	**lucasmagongwa@gmail.com**
Research Topic:	**The introduction of South African Sign Language as a First Language subject in schools for the Deaf in Gauteng: The Teachers' experience**
Number and type of schools:	**SEVEN LSEN Schools**
District/s/HO	**Ekurhuleni North; Johannesburg East; Johannesburg South and Tshwane North**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

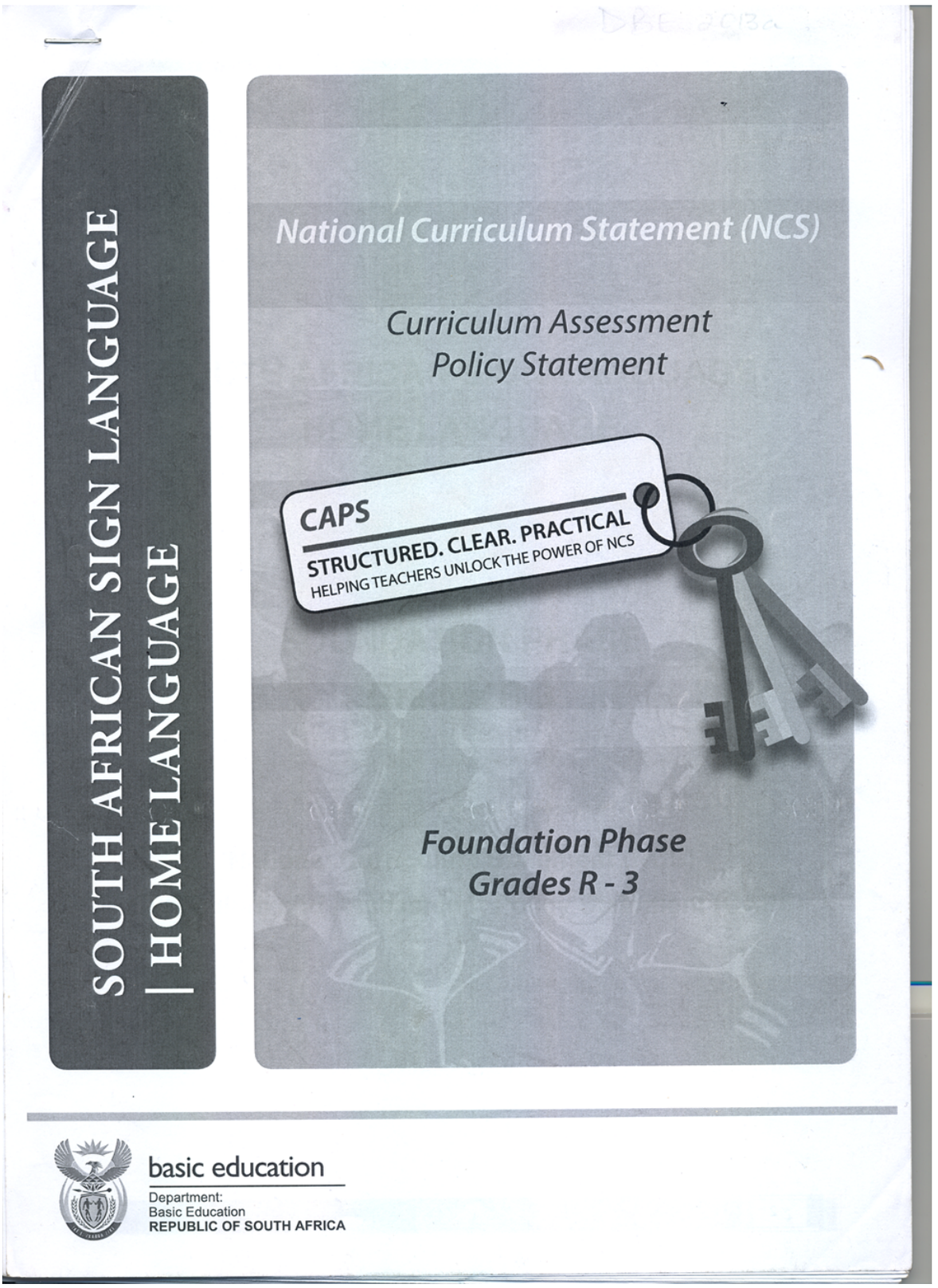
CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. *The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.*

2015/10/16

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001

Appendix J: Extract of Grade One programme from SASL CAPS



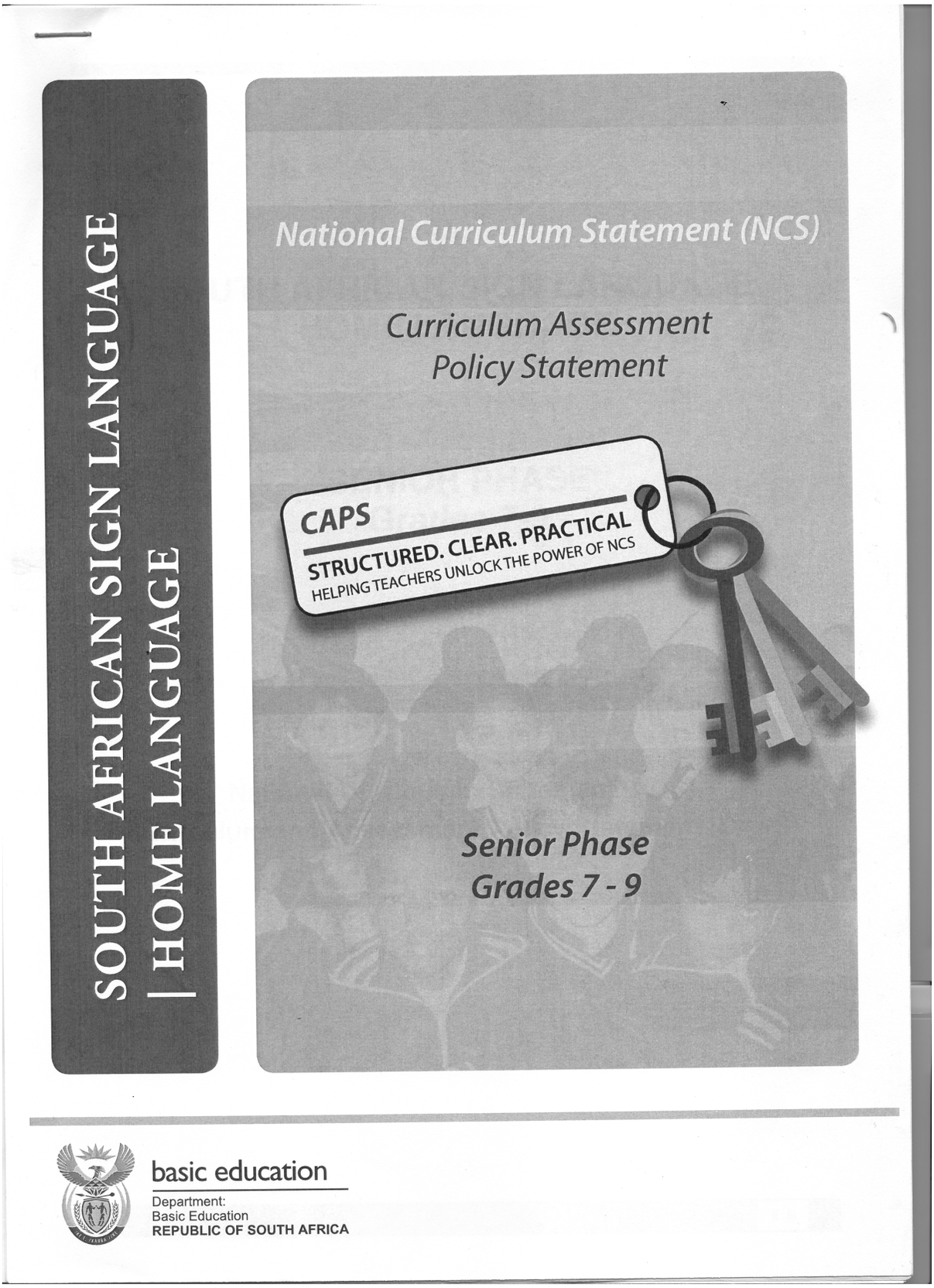
Grade 1		
Observing and Signing	**Visual Reading and Viewing**	**Recording**
TERM 1		
Daily / Weekly activities in all areas of SASL and other subjects • Observe and sign greetings, introductions and name-signs and use appropriate attention getting strategies • Observe without interrupting • Sign about personal experiences ***Twice weekly focussed Observing and Signing activities*** *Weeks 1 - 5* • Observe simple instructions (classroom routines) and respond appropriately • Observe stories with interest and act out part of the story • Answer questions, e.g. questions related to personal details *Weeks 6 - 10* • Sequence pictures of a story communicating through "retelling" the sequence of ideas • Sign about pictures, e.g. in posters, theme charts and books • Participate in discussions, taking turns to sign and respecting others in the group Describe objects in terms of e.g. colour, size or shape, using the correct vocabulary	***Daily Visual Reading Activities*** ***Emergent "reading" skills (taught in Shared and Group Guided Visual Reading lessons)*** • Use DVD cover/ pictures to predict what the story is about • Collect and "read" logos from their everyday environment • Discuss handling and care of DVDs and video equipment • Observe and discuss stories and other signed texts presented ***Shared Visual Reading*** • "Read" as a whole class with the teacher pre-recorded texts such as class stories and poems developed in shared recording sessions ***Group Guided Visual Reading*** • The whole group "reads" the same signed story	• Draw pictures to convey a message, e.g. about a personal experience • Record a caption for a drawing or picture • Contribute ideas for a class story captured by the teacher on charts to create new texts for visual reading and display in the classroom "reading" corner
ASSESSMENT **Formal Assessment Activity 1:** • Sequence pictures of a story communicating through "retelling" the sequence of ideas • Sign about pictures, e.g. in posters, theme charts and books	**ASSESSMENT** **Formal Assessment Activity 1:** • Discuss handling and care of DVDs and video equipment/technology	**ASSESSMENT** **Formal Assessment Activity 1:** • Contribute ideas for a class story captured by the teacher on charts to create new texts for visual reading and display in the classroom "reading" corner

GRADE 1 TERM 2		
Observing and Signing	**Visual Reading and Viewing**	**Recording**
Daily / Weekly activities in all areas of SASL and other subjects • Observe without interrupting, taking turns to sign in whole class and group discussions • Sign about personal experiences • Identify parts from the whole, e.g. parts of a bicycle, parts of a plant • Observe and use fingerspelling accurately and appropriately ***Twice weekly focussed Observing and Signing activities*** *Weeks 1 - 5* • Observe instructions (group and daily routines) and respond appropriately • Pass on messages • Observe stories with interest and draw a picture to show understanding • Answer closed and open-ended questions *Weeks 6 - 10* • Describe objects in terms of e.g. age, direction or sequence using the correct vocabulary • Observe stories and identify the main idea • Sequence the pictures of a story • Participate in classroom discussions • Ask questions related to signed stories • Understand and use appropriate vocabulary and language for different subjects	***Daily Visual Reading Activities*** ***Shared Visual Reading*** • "Read" pre-recorded signed texts as a whole class with teacher • Use pictures to predict what the story is about • Use clues and pictures in the text for understanding • Discuss the story, identifying the main idea in the text and the main characters • Answer a wide variety of types of questions based on the signed texts "read" including higher order questions • Recognise familiar, age-appropriate fingerspelling ***Group Guided Visual Reading*** • The whole group "reads" the same signed story ***Paired/Independent Visual Reading*** • "Read" with a partner from prepared or known signed texts • "Reread" familiar signed texts such as those read in Shared Visual Reading sessions	***Shared, Group and Independent Recording*** • Draw pictures to convey a message and sign a label or caption, e.g. about a personal experience • Record own news • Compile a list of signs according to instructions e.g. different kinds of food • Contribute ideas for a class story (Shared Recording) • Record with illustrations a caption or short sentence on a topic to contribute to a signed text for the "reading" corner
ASSESSMENT **Formal Assessment Activity 1:** • Observe instructions (group and daily routines) and respond appropriately • Pass on messages **Formal Assessment Activity 2:** • Describe objects in terms of e.g. age, direction or sequence using the correct vocabulary	**ASSESSMENT** **Formal Assessment Activity 1:** • Use pictures to predict what the story is about • Discuss the story, identifying the main idea in the text and the main characters **Formal Assessment Activity 2:** • Recognise familiar, age-appropriate fingerspelling	**ASSESSMENT** **Formal Assessment Activity 1:** • Record own news **Formal Assessment Activity 2:** • Compile a list of signs according to instructions e.g. different kinds of food

GRADE 1 TERM 3		
Observing and Signing	**Visual Reading and Viewing**	**Recording**
Daily / Weekly activities in all areas of SASL and other subjects • Observe instructions and announcements and respond appropriately • Observe without interrupting showing respect for the signer • Sign about personal experiences • Understand and use appropriate vocabulary and language for different subjects • Observe and use fingerspelling accurately and appropriately ***Twice weekly focussed Observing and Signing activities*** *Weeks 1 - 5* • Observe a story with interest and enjoyment and draw a picture about it • Sequence the pictures of a story • Role play different situations, using appropriate language • Participate in discussions, asking and answering questions *Weeks 6 - 10* • "Listen for" the detail in stories and answer open-ended questions • Identify similarities and differences using the correct vocabulary • Use an increasing vocabulary when signing	***Daily Visual Reading Activities*** ***Shared Visual Reading*** • "Read" pre-recorded signed texts as a whole class with teacher • Identify the sequence of events and the setting of the story • Use cover of DVD to predict storyline and possible ending • Recognise cause and effect in a story • Answer higher order questions based on the signed text • Give an opinion on what was "read" • Recognise familiar, age-appropriate fingerspelling ***Group Guided Visual Reading*** • The whole group views the same signed story ***Paired/Independent Reading*** • "Read" with a partner • "Read" own and others' recording • "Read" signed text used in Shared Visual Reading sessions and texts from the classroom "reading" corner	***Shared, Group and Independent Recording:*** • Record a message such as a get well or birthday greeting • Record at least two sentences of own news • Fingerspell correctly • With help use referencing (e.g. indexing, proforms, use of classifiers, eye gaze, space) correctly when recording • Contribute ideas and signs for a class story in Shared Recording sessions • Record with illustrations a few short sentences on a topic to contribute to a signed text for the "reading" corner
ASSESSMENT **Formal Assessment Activity 1:** • Role play different situations, using appropriate language **Formal Assessment Activity 2:** • Identify similarities and differences using the correct vocabulary	**ASSESSMENT** **Formal Assessment Activity 1:** • Recognise cause and effect in a story • Answer higher order questions based on the signed text • Give an opinion on what was "read" **Formal Assessment Activity 2:** • "Read" own and others' recording	**ASSESSMENT** **Formal Assessment Activity 1:** • Record a message such as a get well or birthday greeting • Fingerspell correctly **Formal Assessment Activity 2:** • Record with illustrations a few short sentences on a topic to contribute to a signed text for the "reading" corner

GRADE 1 TERM 4		
Observing and Signing	**Visual Reading and Viewing**	**Recording**
Daily / Weekly activities in all areas of SASL and other subjects. • Observe without interrupting, taking turns to sign and asking questions for clarification • Sign about personal experiences and feelings • Observe stories and express feelings about the story • Observe and use fingerspelling accurately and appropriately ***Twice weekly focussed Observing and Signing activities*** *Weeks 1 - 5* • Observe, enjoy and respond to humourous stories and jokes using language imaginatively • Participate in discussions and report back on behalf of the group • Use simple strategies for finding information, e.g. carry out a survey on how children come to school *Weeks 6 - 10* • Observe instructions and announcements and respond appropriately • Sign a familiar story which has a beginning, middle and end, varying signing mode • Answer closed and open-ended questions	***Daily Visual Reading Activities*** ***Shared Visual Reading*** • "Read" pre-recorded signed texts as a whole class with teacher • Use DVD cover to predict what the DVD is about • Identify the initial problem in a story that sets the story in motion • Use clues and pictures in the DVD for understanding • Identify the sequence of events in what was "read" • Recognise cause and effect in a story • Answer open-ended questions based on the signed text • Recognise familiar, age-appropriate fingerspelling ***Group Guided Reading*** • The whole group "read" the same signed story • Monitor self when "reading", both recognition of signs and comprehension ***Paired/Independent Visual Reading*** • "Read" own recording, starting to correct errors • "Read" signed texts used in Shared Visual Reading sessions and DVDs from the classroom "reading" corner	***Shared, Group and Independent Recording*** • Contribute ideas for and help to revise a class/group story (Shared Recording) • Discuss ideas for recording with classmates • Record at least three sentences of own news or creative story • Record with illustrations sentences on a topic to contribute to a signed text for the visual reading corner • Use fingerspelling where needed • Begin to indicate time/tense correctly in recording • Form the plurals of familiar signs appropriately • Uses placement (prepositions) correctly • Organise information into a simple graphic form such as chart or timeline, e.g. use a chart to record the results of a survey on how children come to school
ASSESSMENT **Formal Assessment Activity 1:** • Use simple strategies for finding information, e.g. carry out a survey on how children come to school • Participate in discussions and report back on behalf of the group **Formal Assessment Activity 2:** • Observe instructions and announcements and respond appropriately	**ASSESSMENT** **Formal Assessment Activity 1:** • Identify the sequence of events in what was "read" **Formal Assessment Activity 2:** • Read" own recording, starting to correct errors • Monitor self when "reading", both recognition of signs and comprehension	**ASSESSMENT** **Formal Assessment Activity 1:** • Form the plurals of familiar signs appropriately • Uses placement (prepositions) correctly **Formal Assessment Activity 2:** • Organise information into a simple graphic form such as chart or timeline, e.g. use a chart to record the results of a survey on how children come to school

Appendix K: Extract of Grade Nine programme from SASL CAPS



BRIDGING GRADE 9 and 10

The CAPS for SASL Grade 9 will be implemented simultaneously with SASL in the Foundation Phase. A Bridging SASL Grades 9 and 10 Programme has been developed in order to introduce the subject into the FET Phase. The Bridging Programme has been developed since SASL is a new language/subject in the overall curriculum and it would therefore not be appropriate and feasible to rollout the subject in grades 10-12 without prior knowledge and exposure to the language/subject. The interim plan is for all schools to implement the Bridging Grade 9 Programme which aims to fast track learners to a grade 9 level in SASL until such time that SASL is formally taught in all the Senior Phase grades according to the official implementation plan. This will assist learners to accomplish the language/subject requirements and succeed with SASL as a subject in the FET Phase.

Grade 9				
Term and Week	**Observing and Signing**	**Visual Reading and Viewing**	**Recording**	**Language Structures & Conventions**
Term 1				
1 - 3	Observe a story Group discussion/ conversation	Comprehension activity on visual texts, e.g. advertisement "Read" a longer story/short story/drama	Record an advertisement Record a narrative essay	**Phonology**: Parameters Type of signs Minimal pairs: Stokoe principle and Movement–hold (Liddell and Johnson)
4 - 6	Observe a signed text, e.g. news report Prepared presentation/ report	"Read" a news/magazine report and comprehension activity "Read" poems	Record a report/interview Record a social media message ("letter") of appreciation for help/ advice received	**Morphology**: Classifiers **Syntax/Semantics**: Figures of speech: simile, metaphor, personification, idioms, synecdoche, metonymy, hyperbole, contrast, irony, sarcasm, anti-climax, euphemism, paradox
7 – 9	Observe a conversation/ dialogue Role-play Unprepared presentation	"Read" a longer story/short story/drama and comprehension activity "Read" poems	Record a descriptive/reflective essay	**Syntax/Semantics:** Basic sentence types: Statements, negations, questions, commands, topicalisation, conditionals, compound
10	Consolidation: • Observe a signed non-fiction text • Prepared report	Consolidation: • "Read" an advertisement • "Read" a news report	Consolidation: • Publish recorded text	Consolidation: • Movement-hold • Figures of speech

Term 2				
1 - 3	Observe a story Forum/group discussion	"Read" a drama/ short story/ longer story "Read" poems	Record a diary entry (vlog) Record a poem	**Phonology:** *Phonological processes* ○ Movement epenthesis ○ Hold deletion/reduction ○ Metathesis ○ Assimilation
4 - 6	Observe an interview/ "speech" / story "telling" Role-play a situation	Comprehension activity on news/ magazine items and summarise the text "Read" a short story/drama	Record a review on an unprepared text viewed Record a summary	**Syntax/ Semantics:** Synonyms, antonyms, paronyms, polysemes, homonyms, iconicity, neologisms and etymology **Discourse:** Cohesion and coherence Chunking
7 - 9	Observe and participate in a debate Group/forum discussion	"Read" a visual text, e.g. advertisement / graphs "Read" poems	Record an advertisement review Record a discursive essay	**Syntax/ Semantics:** Figures of speech: simile, metaphor, personification, idioms, synecdoche, metonymy, hyperbole, contrast, irony, sarcasm, anti-climax, euphemism, paradox
10	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

Term 3				
1 - 3	Observe an interview Giving instructions/directions Story "telling"	"Read" interviews "Read" poems	Record an interview	**Morphology:** Derivational morphology Inflectional morphology **Discourse:** Roleshift
4 - 6	Observe and engage in negotiations Observe and participate in a debate	"Read" negotiations "Read" a short story/ longer story/drama and comprehension activity Summary	Record a reflective / argumentative essay	**Morphology:** Verbs: indicating verbs; plain verbs; transitive and intransitive verbs; classifiers Function of space
7 - 9	Observe a "speech" by a prominent member of the society Prepared presentation	"Read" a "speech" "Read" poems	Record an invitation and formal reply messages	**Syntax/ Semantics:** Adjectives Pronouns (placement and indexing) Figures of speech: simile, metaphor, personification, idioms, synecdoche, metonymy, hyperbole, contrast, irony, sarcasm, anti-climax, euphemism, paradox
10	Consolidation: • Observe and engage in negotiations	Consolidation: • "Read" negotiations	Consolidation: • Publish recorded text	Consolidation: • Roleshift • Derivational morphology • Inflectional morphology

Term 4				
1 - 3	Observe and participate in meeting procedures (role-play)	"Read" a summary of a meeting	Record a report of the meeting	**Syntax/ Semantics:**
		Sign a point or paragraph summary	Record a summary	Adverbs of time, manner, location, intensification
				Modals
4 - 6	Observe a dialogue	"Read" a short story/ longer story	Record a poem/story	**Morphology:**
				Predicates:
	Forum/group/panel discussion	"Read" poems	Record a diary entry (vlog)	Temporal aspects: simple/punctual – repetitive/ iterative, habitual
		Comprehension activity on visual, multi-media e.g. advertisement		Durative: - durational and continuative
				Syntax/ Semantics:
				Tense
7 - 8	Revision of texts – in preparation of exam	Revision and preparation for examination	Revision and preparation for examination	Revision and preparation for examination
9 - 10	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

BRIDGING GRADE 9

BRIDGING GRADE 9				
Term and Week	**Observing and Signing**	**Visual Reading and Viewing**	**Recording**	**Language Structures & Conventions**
Term 1				
1 - 3	Observe a story Group discussion/ conversation	Comprehension activity on visual texts, e.g. advertisement "Read" a longer story/short story/drama	Record a narrative essay	**Phonology**: Parameters Type of signs
4 - 6	Observe a signed text, e.g. news report Prepared presentation/ report	"Read" a news/magazine report and comprehension activity "Read" poems	Record a report/interview Record a social media message ("letter") of appreciation for help/advice received	**Morphology**: Classifiers Plurals **Syntax/Semantics**: Concrete nouns: common, proper, countable and uncountable nouns
7 – 9	Observe a conversation/ dialogue Role-play Unprepared presentation	"Read" a longer story/short story/drama and comprehension activity "Read" poems	Record a descriptive/reflective essay	**Syntax/Semantics:** Basic sentence types: Statements, negations, questions, commands
10	Consolidation: • Observe a signed non-fiction text • Prepared report	Consolidation: • "Read" an advertisement • "Read" a news report	Consolidation: • Publish recorded text	Consolidation: • Classifiers

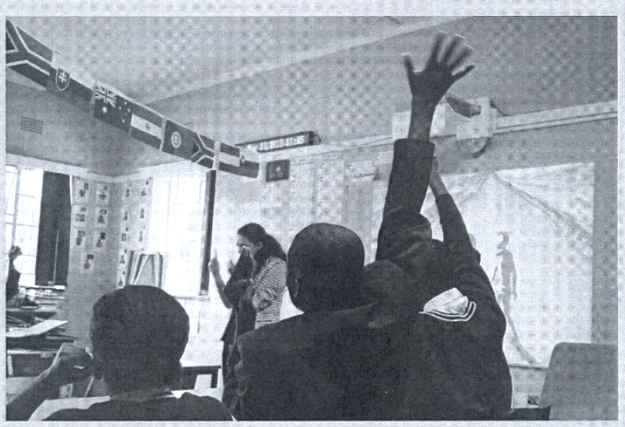
Term 2				
1 - 3	Observe a story Forum/group discussion	"Read" a drama/ short story/ longer story "Read" poems	Record a diary entry (vlog)	**Morphology:** Classifiers **Syntax/Semantics:** Prepositions Conjunctions
4 - 6	Observe an interview/ "speech" /story "telling" Role-play a situation	Comprehension activity on news/ magazine items and summarise the text "Read" a short story/drama	Record a summary	**Syntax/ Semantics:** Adjectives, synonyms, antonyms **Discourse:** Cohesion and coherence Chunking
7 - 9	Observe and participate in a debate Group/forum discussion	"Read" a visual text, e.g. advertisement / graphs "Read" poems	Record an advertisement review	**Syntax/ Semantics:** Figures of speech: simile, metaphor, personification
10	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

Term 3				
1 - 3	Observe an interview Giving instructions/directions Story "telling"	"Read" an instructional text, e.g. a recipe	Record instructions/directions	**Morphology:** Numeral incorporation Compounds Lexicalised fingerspelling **Discourse:** Roleshift
4 - 6	Observe and engage in negotiations Observe and participate in a debate	"Read" negotiations "Read" a short story/ longer story/ drama and comprehension activity Summary	Record a reflective / argumentative/ discursive essay	**Morphology:** Verbs: indicating verbs; plain verbs; transitive and intransitive verbs; classifiers Function of space
7 - 9	Observe a "speech" by a prominent member of the society Prepared presentation	"Read" a "speech" "Read" poems	Record an invitation and formal reply messages Record a "speech"	**Syntax/ Semantics:** Adjectives Pronouns (placement and indexing)
10	Consolidation: • Observe and engage in negotiations • Prepared presentation	Consolidation: • "Read" a literature text, e.g. a short story/ longer story/drama	Consolidation: • Publish recorded text	Consolidation: • Roleshift • Verbs

Term 4				
1 - 3	Observe and participate in meeting procedures (role-play)	"Read" a summary of a meeting Sign a point or paragraph summary	Record a dialogue Record a summary of the meeting	**Syntax/ Semantics:** Adverbs of time, manner, location, intensification Modals
4 - 6	Observe a dialogue Forum/group/panel discussion	"Read" a short story/ longer story "Read" poems	Record a short story Record a character sketch	**Morphology:** Predicates: Temporal aspects: simple/punctual – repetitive/ iterative, habitual **Syntax/ Semantics:** Tense
7 - 8	Revision of texts – in preparation of exam • Dialogue • Story	Revision and preparation for examination	Revision and preparation for examination	Revision and preparation for examination
9 - 10	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

Appendix L: Samples of SASL materials from SLED

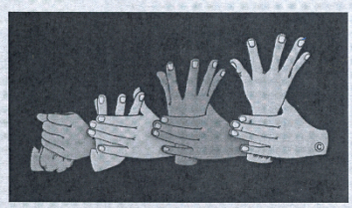
SLED Sign Language Education and Development
sasl@sled.org.za
Phone: +27 21 448 2520 (voice)
Cell: +27 82 375 3075
Web: www.sled.org.za



Discover the SASL CAPS KIT – SLED © and training programme

As a teacher of Deaf children, it is your goal to influence the young learner's life in a positive and constructive way. Demands are made of your creativity and skills to achieve this. Whilst you are excited that Deaf children are at last having the opportunity to learn about their first language, SASL, you are worried about how you will help them to achieve everything in the SASL CAPS for the grade/s you teach.

But, you are not alone in this quest. For many years, **SLED** has been collecting, sourcing and developing materials with the goal to create teaching tools and resources with one purpose only – to equip you as teacher with the resources you need to make a significant impact on the Deaf learner's life.



*Now, **SLED** has originated an exciting and comprehensive kit and training programme, the **SASL CAPS KIT – SLED ©** that will give you support and tools to acquire stronger insight into teaching South African Sign Language CAPS , at the same time, provide resources that will empower your teaching in many ways.*

The **SASL CAPS KIT – SLED ©** resources have been carefully developed to address the unique needs of each of the grades:

- ✓ For Grade R, the resources empower the teacher to be a mediator, making the most of learning through child-centred and play-based activities. The focus on spontaneous learning is enhanced with creatively designed material for the teacher to use to ensure that all learners achieve the outcomes set out in the Grade R SASL CAPS.
- ✓ Grade 1 is the real foundation for the Deaf learner with SASL being understood in a more structured way. Through simple, beautifully illustrated signed stories, games, puzzles (and other material), learners begin to understand their own identity and unique language. **SLED**'s SASL CAPS Kit contains all the tools that the teacher will need to teach terms 1 and 2 SASL CAPS.
- ✓ Grade 2 continues this growth of awareness with the learner developing a phonological awareness and the creation of published stories and poems using SASL. As the focus is more on recording created works all of the **SLED** materials will help the Deaf Grade 2 learner become a skilled creator of SASL stories and poems whilst accomplishing Grade 2 SASL CAPS.
- ✓ Grade 3 begins to consolidate the SASL CAPS learning of the earlier grade years. Analysis and deeper understanding is made possible through more developed materials. Learners are encouraged to further develop the skills of creating SASL non-fiction, fiction and poetry.
- ✓ Grade 4, the first year of the Intermediate Phase, make new demands of learners. The Grade 4 Term 1 and 2 KIT provides a thorough grounding for the remainder of the Intermediate Phase. Exciting stories and activities that address the unique needs of this grade help teachers engage with young learners in expressing themselves and growing in skill and confidence. Using stimulating, indigenous material and talent, SLED has developed DVDs and books that help the learner to grasp a concept or learning task with interest and excitement.
- ✓ The Grade 5 SLED Kit, gives the teachers the resources that they will need to create and plan their lessons. The Kit includes 25 SASL DVDs with stories, poems (SASL literature), non-fiction and teaching films. A learner workbook and teaching guide, provides a range of learning and assessment activities, that supports the integration of Visual Reading and Viewing of the DVDs with other language skills in the SASL CAPS. Studying SASL literature encourages a Deaf learner to develop into an analytical and critical thinker and build life-long skills.
- ✓ For Grade 9 learners who have not studied SASL CAPS before, **SLED** has approached the learning in a thematic way – 'Life' in Term 1 and 'Being Deaf' in Term 2 – using techniques like brainstorming and creative expression through SASL poetry and SASL literature – non-fiction and fiction. Through inspired materials the Deaf Grade 9 learner will analyse and compare signs using the SASL parameters.
- ✓ Learners who are in the current FET Phase did not have access to the SASL home language curriculum during their primary school years and thus need extensive support to master their current grade and to help them catch up on lost learning opportunities. The BRIDGE-to-FET SASL CAPS Kit is a broad set of resources that will help the teacher achieve exactly that support, providing access to a high standard of SASL literature and focusing on building essay-writing skills.

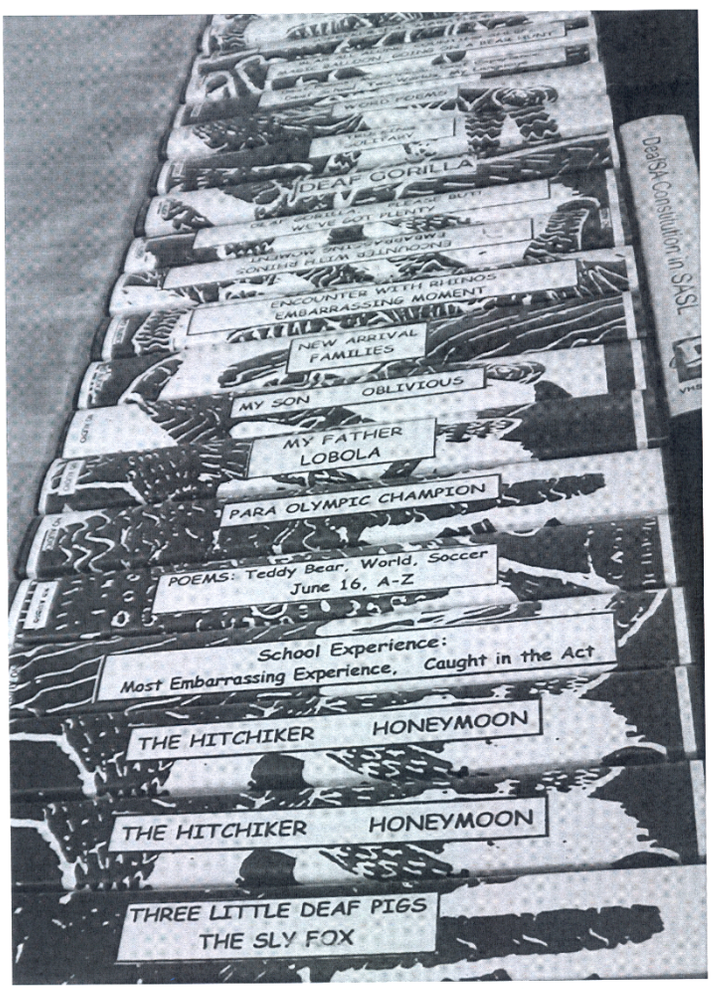
Not only are there demands on your creativity as a teacher but also expectations of administering a teaching schedule. Very often this alone can be confusing and demanding of your time and energy. **The SASL CAPS KIT – SLED ©** provides resources to help the teacher deal with these demands.

The SASL CAPS KIT – SLED © provides you with the resources and materials that you need to create meaningful lessons for your classes. Acquiring these programmes is a major investment in the future of your successful teaching the SASL CAPS.

CURRENT PROJECTS SUMMARY

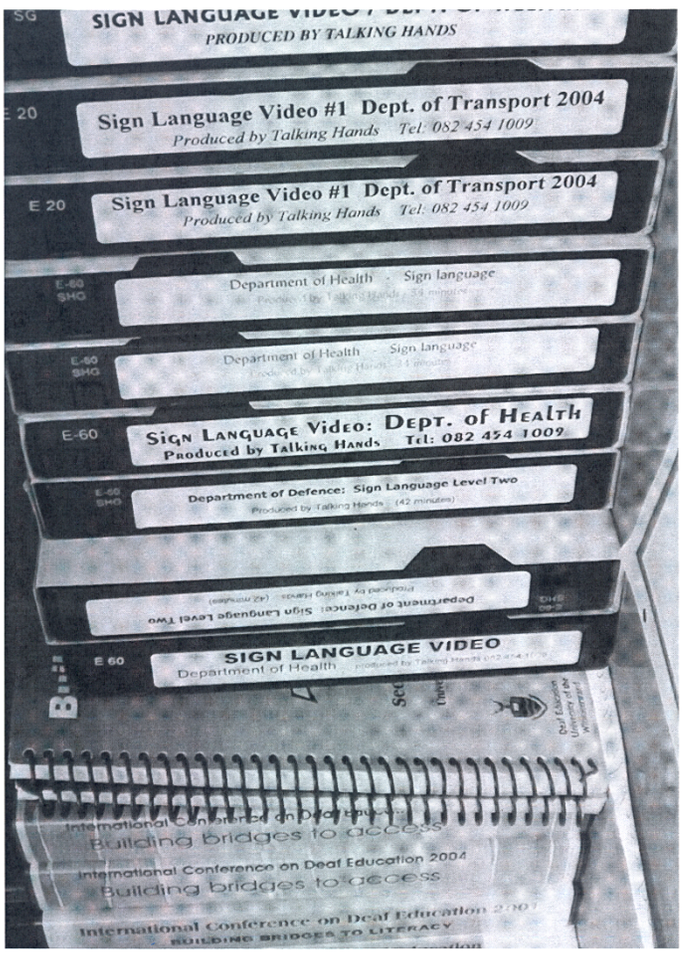
Title of main current project	**Language and Literacy: Deaf learners on course by Grade 4**
Location:	SLED offices: Cape Town, Western Cape and Johannesburg, Gauteng. Partner pioneer schools in the main SLED projects: Soweto, Gauteng; Cedarville, Eastern Cape; Port Shepstone, KwaZulu-Natal. SLED provides materials and training nationally when invited by provincial education departments. Heritage literature projects are national.
Executive project summary (Problems and solutions)	The problem is that 95% of Deaf learners do not obtain functional literacy, despite some attending school from the age of 3 until 21. Contributing factors include that fluent South African Sign Language is not a prerequisite for teaching the 8000 to 9000 Deaf learners who attend school at one time, resulting in hearing teachers (± 98% of teachers) being unable to communicate with learners. While South African Sign Language receives some political attention due to court orders in favour of Deaf learners, there is no sustained political will to transform the situation. SLED works to establish models of transformation through the dissemination of practical, accessible learning and teaching resources and classroom methodologies that use international best practices while adapting to the different (and often difficult and demanding) contexts in which teachers and learners find themselves . Present projects work on closer partnerships with specific schools over longer periods of time, and prioritising the input of Deaf teachers and teaching assistants, who are fluent first language SASL users, as part of the schools teaching environment. SLED Medium Term Plan • Teacher training in pioneer partner schools includes classroom based practical lessons. • Focus on children's language acquisition and foundations in bilingual literacy. • Assessment of the impact of teacher training on learners' literacy in South African Sign Language and written English. This is to be established through building assessment tools (baseline and year end) based on international standards (and collaboration) which are culturally and contextually fair and valid. • Learning and teaching support materials and teacher training courses which are developed in pioneer partner schools is made available to all schools over time. • Heritage literature projects as part of developing literature resources, and preserving historical language and cultural records.
Main outcomes Direct effects on beneficiaries/ changes of behaviour	<u>South African Sign Language Grade R, 1, 2 and 3; at three partner schools:</u> **Teachers and teaching assistants:** Lessons are well prepared and taught. Teachers know how to conduct fair assessments – including technical aspects. Teachers can adapt Lessons based on assessment results for better outcomes. **Learners:** Have Grade appropriate literacy skills in terms of receptive and

Appendix M: Samples of SASL materials from DeafSA



Appendix N: Samples of SASL materials from Wits CFDS




SIGN LANGUAGE VIDEO
PRODUCED BY TALKING HANDS
Sign Language Video #1 Dept. of Transport 2004
Produced by Talking Hands Tel: 082 454 1009
Sign Language Video #1 Dept. of Transport 2004
Produced by Talking Hands Tel: 082 454 1009
Department of Health - Sign language
Department of Health - Sign language
SIGN LANGUAGE VIDEO: DEPT. OF HEALTH
Produced by Talking Hands Tel: 082 454 1009
Department of Defence: Sign Language Level Two
Produced by Talking Hands (42 minutes)
SIGN LANGUAGE VIDEO
Department of Health
International Conference on Deaf Education 2004
Building bridges to access
International Conference on Deaf Education 2004
Building bridges to access
International Conference on Deaf Education
BUILDING BRIDGES TO LITERACY

Wits language School offering on SASL

Learn to communicate and understand Deaf and hard of hearing people through the use of SASL

SASL is a valuable language. South Africa needs more people who are fluent users of SASL and have an appreciation of Deaf culture. SASL is a complete language with its own grammar, vocabulary and syntax. Like any other language, SASL is capable of communicating a potentially infinite number of ideas. SASL is a first language for the Deaf community, but there are hearing people who communicate through sign language for those who have children, friends and family who are deaf. SASL is on route to becoming an official language. SASL is unique through its visualisation. Our courses have trained facilitators, who are first language proficient and have been further trained to teach hearing and non-hearing students.

Courses

South African Sign Language Level 1A

South African Sign Language Level 1B

South African Sign Language Level 2A

South African Sign Language Level 2B

South African Sign Language Level 3A

South African Sign Language Level 3B

South African Sign Language Level 4A

South African Sign Language Level 4B

Each module is part-time and runs for 10 weeks (40 hours).

Participants must complete two sets of assessments, formative and summative, in order to receive a Certificate of Competence.

Appendix P: Sample SASL materials from NID

