List of tables

This table 4.1 provides information of the participants of the study, they have assisted in sharing their experiences as part of data collection. There are three participants group that were selected to be part of the study, teachers, deaf learners and their hearing parents.

Table 4.1: Background information of the participants

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Participant group** | **Gender** | **Age** | **Abbreviation used** | **Experience** |
| **Teachers - T** |  |  |  | **Years of teaching** |
| Teacher A | Female | Early 50s | TA | 30 |
| Teacher B | Male | Early 40s | TB | 15 |
| Teacher C | Female | Early 30s | TC | 8 |
| Teacher D | Female | Late 30s | TD | 10 |
| Teacher E | Female | Late 40s | TE | 23 |
| Teacher F | Female | Early 30s | TF | 5 |
| **Parents - H** |  |  |  | **N/A** |
| Parent-A  | Female | Late 40s | HP-A |  |
| Parent-B | Female | Late 40s | HP-B |  |
| Parent-C | Female | Late 30s | HP-C |  |
| Parent-D | Female | Late 60’s | HP-D |  |
| Parent-E | Female | Late 30s | HP-E |  |
| Parent-F | Female | Late 50s | HP-F |  |
| **Learners - L** |  |  |  | **Grade** |
| Learner A | Male | 12 years | LA | 6 |
| Learner B | Female | 13 years | LB | 6 |
| Learner C | Female | 13 years | LC | 6 |
| Learner E | Female | 13 years | LD | 6 |
| Learner D | Female | 14 years | LE | 6 |
| Learners F | Male | 14 years | LF | 6 |

Table 4.2 represents the observation schedule that was followed at the site school for the deaf during data collection.

Table 4.2: Observation schedule

|  |
| --- |
| **SITE: School for the Deaf Grade 6** |
| **Date**  | **Grade** | **Teacher** | **No. of learners** | **Duration of lesson** | **Source of data used** |
| **Lesson taught: Describing materials (NS/Tech)** | Lesson observation checklist (OBS)Field notes (FN) |
| 18/09/2020 | 6a | TA | 9 | 11:00–11:20 |
| **Lesson taught: Addition (Mathematics)** |
| 18/09/2020 | 6b | TB | 7 | 11:20–11:40 |
| **Lesson taught: Ancient African-Egypt Society (SS)** |
| 18/09/2020 | 6c | TC | 6 | 11:40–12:15 |

This table represents the outline of themes and sub-themes that emerged from the data collected, these themes were discovered through inductive thematic analysis. Theme 1 represents Hearing parents’ journey of discovery regarding their children’s deafness, Theme 2 represents Factors influencing the acquisition of South African sign language (SASL) Theme 3 represents the Impact of hearing parents’ support of their deaf children’s use and acquisition of SASL at home, Theme 4 represents the Barriers to effective learning of SASL and the final is Theme 5that represents the strategies used to support deaf learners to acquire SASL.

**Table 4.3:** Outline of themes and sub-themes

|  |
| --- |
| **Section 1** |
| **Theme 1** | **Sub-themes** |
| Hearing parents’ journey of discovery regarding their children’s deafness | 1.1 | The age of discovery of a child’s deafness  |
| 1.2 | Seeking health professionals’ assistance. |
| 1.3 | Denial of deafness |
| **Theme 2** | **Sub-themes** |
| Factors influencing the acquisition of South African sign language (SASL) | 2.1 | Language and communication barriers. |
| 2.2 | Family background of deafness and SASL. |
| 2.3 | Social interaction using SASL. |
| **Theme 3** | **Sub-themes** |
| Impact of hearing parents’ support of their deaf children’s use and acquisition of SASL at home  | 3.1 | Parents training in SASL by the school for the deaf |
| 3.2 | Assisting deaf children with homework |
| 3.3 | Television programmes and interpretation support given by hearing parents |
| **Section 2** |
| **Theme 4** | **Sub-themes** |
| Barriers to effective learning of SASL | 4.1 | Teaching deaf learners without an SASL background  |
| 4.2 | Teachers’ barriers when teaching SASL. |
| **Theme 5** | **Sub-themes** |
| strategies used to support deaf learnersto acquire SASL | 5.1 | The use of visuals and technological devices in teaching deaf learners |
| 5.2 | Providing extra bridging classes |
| 5.3 | Offering expanded opportunities and one-on-one sessions |
| 5.4 | The use of total communication according to a child’s level of understanding |

**THEME 1**

This table represents the inclusion and exclusion criteria for theme 1 of hearing parents' journey of discovery regarding their children’s' deafness with it sub-themes, on how data was separated in order to separate relevant and irrelevant data.

**Table 4.4:** Inclusion and exclusion criteria for theme 1 with its sub-themes

|  |
| --- |
| **Hearing parents’ journey of discovery regarding their children’s deafness** |
| **Sub-themes** | **Inclusion criteria** | **Exclusion criteria** |
| 1.1 |  |  |
| The age of discovery of a child’s deafness | Information on age discovery of deafness to the child | Information not relevant to age of discovery |
| 1.2 |  |  |
| Seeking health professionals’ assistance | Information related to the diagnosis of deafness | Information not relevant to the diagnosis of deafness |
| 1.3 |  |  |
| Denial of deafness | Information with regard to denial of deafness | Information not contributing to the denial of deafness |

**THEME 2**

This table is for inclusion and exclusion criteria for theme 2 on the Factors influencing the acquisition of SASL with its sub-themes. This criterion assisted in including data that was relevant and related to the study and exclude information that was unnecessary.

**Table 4.5:** Inclusion and exclusion criteria for theme 2 with its sub-themes

|  |
| --- |
| **Factors influencing the acquisition of South African sign language (SASL)** |
| **Sub-themes** | **Inclusion criteria** | **Exclusion criteria** |
| 2.1 |  |  |
| Language and communications barriers | Factors that contribute to language and communication barrier | Factors that do not refer to language and communication barrier |
| 2.2 |  |  |
| Family background of deafness and SASL | Information on family background to deafness and SASL | Information not related to family background with deafness and SASL |
| 2.3 |  |  |
| Social interaction using SASL | Information based on social interaction using SASL | Information that does not involve social interaction using SASL |

**THEME 3**

This table represents the inclusion and exclusion criteria for theme 3 of hearing parents' support of their children's use and acquisition of SASL at home with it sub-themes, on how data was separated in order to discover relevant and irrelevant data.

**Table 4.6:** Inclusion and exclusion criteria for theme 3 with its sub-themes

|  |
| --- |
| **Hearing parents’ support of their children’s use and acquisition of SASL at home** |
| **Sub-themes** | **Inclusion criteria** | **Exclusion criteria** |
| 3.1 |  |  |
| Parents’ training in SASL by the school for the Deaf | Information on parents’ training in SASL | Excluded information not relevant to parents’ training |
| 3.2 |  |  |
| Assisting deaf children with homework | Any information relevant to homework support | Information not relevant to homework |
| 3.3 |  |  |
| Television programmes and interpretation support given by hearing parents | Support provided by hearing parents based on television programmes and interpretation | Information not relevant to support on television programmes and interpretation |

**THEME 4**

This table represents the inclusion and exclusion criteria for theme 4 for barriers to the effective learning of SASL with it sub-themes, on how relevant data was separated from irrelevant data.

**Table 4.7:** Inclusion and exclusion criteria for theme 4 with its sub-themes

|  |
| --- |
| **Barriers to the effective learning of SASL** |
| **Sub-themes** | **Inclusion criteria** | **Exclusion criteria** |
| 4.1 |  |  |
| Teaching deaf learners without an SASL background | Information related to deaf learners’ background in SASL | Information not relevant to deaf learners’ background in SASL |
| 4.2 |  |  |
| Teachers’ barriers when teaching SASL | Information related to teachers’ barriers when teaching SASL | Information not relevant to teachers’ barriers to teaching SASL |

**THEME 5**

This table represents the inclusion and exclusion criteria for theme 5 for strategies used to support deaf learners to acquire SASL with it sub-themes, relevant data was separated from irrelevant data through this criterion.

 Table 4.8: Inclusion and exclusion criteria for theme 5 with its sub-themes

|  |
| --- |
| **Strategies used to support deaf learners to acquire SASL** |
| **Sub-themes** | **Inclusion criteria** | **Exclusion criteria** |
| 5.1 |  |  |
| The use of visuals and technological devices in teaching deaf learners | Explanation of using visuals and technology devices in teaching | Information on teaching SASL without visuals |
| 5.2 |  |  |
| Providing extra bridging classes | Explanation on how extra classes are conducted | What did not refer to extra classes |
| 5.3 |  |  |
| Offering expanded opportunities and one-on-one sessions | Information on expanded opportunities | What was not expanded on |
| 5.4 |  |  |
| The use of total communication according to a child’s level of understanding | Explanation on the use of total communication | Information not relevant to total communication |