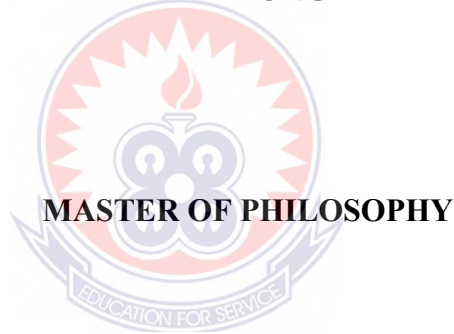


UNIVERSITY OF EDUCATION, WINNEBA

**TEACHERS' COMPETENCIES IN TEACHING LEARNERS WITH
HEARING DIFFICULTIES IN SEKYERE SOUTH DISTRICT, GHANA**

MERRI AKONGYAM



MASTER OF PHILOSOPHY

UNIVERSITY OF EDUCATION, WINNEBA

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HEARING DIFFICULTIES IN SEKYERE SOUTH DISTRICT, GHANA**

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(202114487)



**A thesis in the Department of Special Education,
Faculty of Educational Studies, submitted to the School of
Graduate Studies, in partial fulfillment
of the requirements for the award of the Degree of
Master of Philosophy
(Special Education)
In the University of Education, Winneba**

AUGUST, 2022

DECLARATION

Student's Declaration

I, **MERRI AKONGYAM**, declare that this Thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

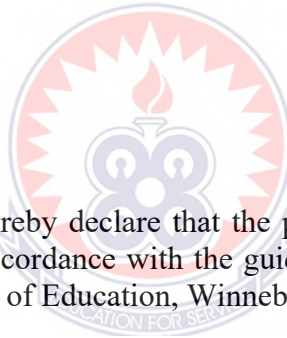
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Supervisor's Declaration

I, **DR. DANIEL FOBI**, hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of Thesis as laid down by the University of Education, Winneba.

Signature:

Date:



DEDICATION

This thesis is dedicated to my parents Chief Baba Yaro Amaachab and Mrs. Comfort Amaachab with love.



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I thank the Almighty God for his strength, guidance and protection throughout my studies. Many thanks to my supervisor Dr. Daniel Fobi for his patience and advice. I would like to thank my good friends and Mr. Augustine Awuah and Mr Douglas Fofie for their and support.

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TABLE OF CONTENTS

Contents	Pages
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	5
1.4 Objectives of the Study	5
1.5 Research Questions	5
1.6 Significance of the Study	6
1.7 Delimitations of the Study	6
1.8 Operational Definition of Terms	7
1.9 Organization of the Study	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE	8
2.1 Introduction	8
2.2 Theoretical Framework	8
2.3 Instructional Strategies for Teaching Learners with Hearing Difficulties	10
2.3.1 Concept of teacher competencies	10
2.3.2 Competencies required by teachers of learners with hearing difficulties	12

2.3.3	Issues and challenges of teacher competencies	13
2.3.4	Instructional strategies for learners with hearing difficulties	13
2.3.5	Video instruction for hearing difficulties learners	14
2.3.6	Direct instructional strategy	16
2.3.7	Cooperative learning	17
2.3.8	Story telling	19
2.3.9	Dramatization	25
2.3.10	Demonstration instructional strategy	28
2.3.11	Think pair share	29
2.3.12	Peer learning	31
2.4	Communication Approaches or Skills Needed by Teachers in Educating the Learners with Hearing Difficulties	34
2.4.1	Communication choice	38
2.4.2.	Lip-reading and speech reading	39
2.4.3	Barriers of effective communication between teachers and learners with hearing difficulties	40
2.5	Pedagogic Competence of Teachers in Teaching Learners with Hearing Difficulties	43
2.6	Classroom Management of Learners with Hearing Difficulties	46
2.6.1	Significance of effective classroom management	47
2.6.2	Classroom management competencies for teachers of learners with hearing difficulties	48
2.6.3	Teaching strategies	49
2.6.4	Visual strategies and curriculum accommodations	52
2.6.5	Regular evaluation of progress	55

2.6.6 Peer tutoring and learners with hearing difficulties	55
2.6.7 The universal design for learning in the education of persons with hearing difficulties	57
2.7 Summary of Related Literature	65
CHAPTER THREE: METHODOLOGY	68
3.1 Introduction	68
3.2 Research Approach	68
3.3 Research Design	69
3.4 Population	69
3.5 Sample Size	70
3.5 Sampling Technique	71
3.7 Pre-test	72
3.8 Trustworthiness	72
3.9 Authenticity	72
3.10 Credibility	73
3.11 Dependability	73
3.12 Procedure for Data Collection	73
3.13 Procedures for Data Analysis	74
3.14 Ethical Considerations	75
CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS	76
4.1 Introduction	76
4.2 Analysis of Demographic Characteristics of Teachers	76



CHAPTER FIVE: DISCUSSIONS OF FINDINGS	88
5.1 Introduction	88
5.2 Research Question One	88
5.3 Research Question Two	90
5.4 Research Question Three	92
5.5 Research Question Four	94
CHAPTER SIX: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	96
6.1 Introduction	96
6.2 Summary of Findings	96
6.3 Conclusions	97
6.4 Recommendations	98
6.5 Recommendations for Future Research	99
REFERENCES	100
APPENDICES	118



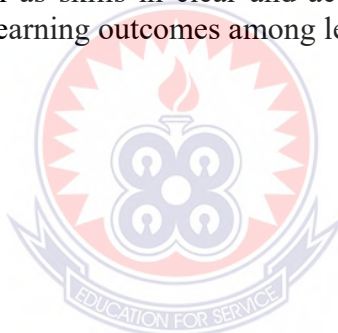
LIST OF TABLES

	Pages
Table 3.1: The Population of the Teachers	70
Table 3.2: Sample Size of the Teachers	70
Table 4.1: Work Experience of Teacherss	76
Table 4.2: Age Range of Teacherss	77
Table 4.3: Educational Level of Teacherss	77



ABSTRACT

This study investigated teachers' competencies in teaching learners with hearing difficulties in the Sekyere South District of Ghana. In this case study, 16 teachers were purposively sampled, and data were collected from them using a self-constructed interview guide. One-on-one interviews were conducted for all the participants and the data were coded and analysed using themes that were generated from the data. Results of the study revealed that although teachers use cooperation instructional, elaboration and teacher motivational strategies to teach learners with hearing difficulties, they did not use other equally good strategies such as storytelling, think-pair-share and demonstration strategies. Again, the results indicate that teachers used total communication in teaching. Additionally, the teachers said that they required differentiated and constructivist pedagogies in order to teach learners with hearing difficulties effectively in mainstream schools. The study recommended that the Ghana Education Service should run in-service training courses in total communication for teachers to ensure successful learning outcomes. Additionally, authorities in universities and colleges of education should run programs to educate teachers to be competent in differentiated and constructivist pedagogies to enable them to teach effectively. Finally, teachers should ensure that there is proper seating arrangement and positive teacher-child relationship in the classroom. The study concludes that pedagogical skills as well as skills in clear and accessible communication could be useful in ensuring better learning outcomes among learners with hearing difficulties.



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Learners who are experiencing hearing difficulties are more vulnerable to a number of problems that hinder their learning capability including social maladjustment, psychological problems, emotional disturbances, difficulties in interpersonal relationships, having poor self-concept and personality problems (Deku, 2013). Learners with hearing difficulties, therefore, need special education that will address individual differences and needs. Ideally, this process involves the individually-planned and systematically-monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with hearing difficulties to achieve a higher level of personal self-sufficiency and success in school and community than would be available if the learners were only given access to a typical classroom education (Lave, 2016). Koontz (2010) indicated that teachers play a critical role in the education of learners who are experiencing hearing difficulties. Koontz further noted that teachers who teach learners with hearing difficulties encounter challenges in providing teaching support to maximize learning and development for hearing difficulties in the classroom.

Learners who experience hearing difficulties have specific needs in the classroom that require teachers support to ensure education success (Koontz, 2010). A teacher who understands hearing difficulties and associated learning needs for learners with hearing difficulties is better positioned to ensure a learner has successful educational outcomes (Koontz, 2010). Due to changes in educational settings and the demographics of learners, the job requirements of teachers of learners experiencing

hearing difficulties have changed rapidly in recent years (Oppong, 2013). These teachers are now not only asked to deal with curriculum content, but also perform a multitude of tasks related to programming and individualising education, re-adapting the curriculum to allow learners to learn according to their potential abilities (Leu & Price, 2016). As a result, the educational landscape has shifted, necessitating new approaches to teacher training and the introduction of specialized courses for teachers to acquire the skills necessary to support learners with special needs, including those with hearing difficulties (Kwakman, 2013; Leu & Price, 2016). Teachers must be aware of the varying needs of learners with hearing difficulties due to the wide range of causes and severity levels of hearing difficulties (Kwakman, 2013). Teachers need to be equipped to provide a supportive learning environment for learners who have hearing difficulties, (Cole & Flexer, 2019), so that these learners can succeed in school (Luckner & Carter, 2011).

Asamoah et al. (2018) explained that inclusion was created in response to the expansion and evolution of education for all on the principle that learners who have hearing difficulties should be afforded the same educational opportunities as their hearing classmates (Salah, et al., 2015). No school in Ghana is allowed to turn away a learner under the provisions of Act 715 of the Persons with Disability Act (Republic of Ghana, 2006), except in cases where an evaluation reveals that the learner does not perform adequately in a mainstream setting. This is the case when testing shows that the learner has a significant disability and needs to attend a special school.

Teacher assessment, also known as continuous assessment, and external examinations, like the Basic Education Certificate Examination, are used to gauge learners' academic progress in Ghana, where a significant number of learners with hearing difficulties struggle (Obeng, 2007). Learners with hearing difficulties are

advanced to the next grade level based on the results of these tests. Again, several researchers have analyzed this sort of assessment data to draw broad conclusions about the academic success of learners with hearing difficulties. Moreover, Obeng (2007) found that few learners with hearing difficulties in Ghanaian schools performed well enough on the BECE to be admitted to high school. This underachievement by learners with hearing difficulties demonstrates the difficulties they face in achieving high marks on the BECE. These difficulties, which act as access barriers to good academic performance, may come from the learners themselves, their parents, society, or the school in which their education takes place; however, a lack of teacher competence in teaching learners experiencing hearing difficulties is considered to be the root cause (Obeng, 2007). Teachers play a crucial role in addressing the aforementioned concerns and ensuring that learners with hearing difficulties receive an excellent education in mainstream classrooms. However, if effective strategies are incorporated into the classroom setting of learners with hearing difficulties, both academic and social competencies improve (Nukunya, 2013). There has been a lot of focus on identifying teacher skills, but little is known about what teachers need to know in order to effectively instruct learners who are deaf or hard of hearing (Obeng, 2007).

1.2 Statement of the Problem

Poor academic outcomes are strongly correlated with hearing difficulties, the most frequent congenital defect detected in learners worldwide (Krahn, 2011; Miles 2013). Statistics show that the number of learners who have hearing problems in elementary school remains low, and that their academic performance is subpar (Agbenyega & Deku, 2011). Learners who have trouble hearing have a high school dropout rate and low academic achievements due to the many obstacles they face, both in terms of the

physical environment, (such as access to information and communication) and, in terms of the attitudes of teachers and administrators (Howell, 2006; Howell & Lazarus, 2003). Evidence from studies conducted in Ghana shows that learners with hearing difficulties have a much lower likelihood of finishing high school and have worse educational results (Agbenyega & Deku, 2011). According to Aidoo (2011), learners with hearing difficulties have been underperforming in Ghanaian classrooms due to communication barriers. Nukunya (2013) said that although some studies have been undertaken in Ghana on learners with hearing challenges, nothing is known about the teacher skills in teaching these learners. Poor academic performance by learners with hearing difficulties has been highlighted by Nukunya, who argues that this calls into doubt the teacher's abilities. The teachers' inability to master the skills and information they need to properly instruct learners with hearing difficulties is hampered by a lack of teacher competence. The study concludes that, this indicates a critical need for expanded understanding of the skillsets needed by teachers to effectively instruct learners who have hearing difficulties. The study's author, based on observations made in the Sekyere South District of Ghana's Ashanti area, found that teachers of learners with hearing difficulties seem to be struggling to carry out the responsibilities assigned to them. Several additional studies have looked at what kinds of training teachers require to effectively instruct learners who have hearing difficulties in a variety of classrooms (Nukunya, 2013). Teachers of learners with hearing difficulties seem to lack a thorough understanding of how and to what extent their learners need to be taught in the setting of Sekyere South District, Ashanti Region. In light of this, the current investigation was executed.

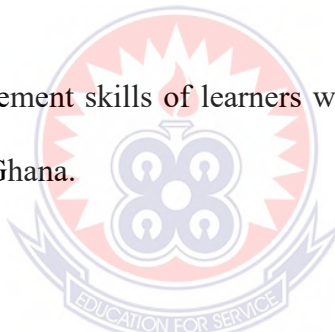
1.3 Purpose of the Study

The purpose of the study is to investigate teachers' competencies in teaching learners with hearing difficulties in Sekyere South District, Ghana.

1.4 Objectives of the Study

The objectives of the study were to examine teacher's competencies in:

- i. Instructional strategies for teaching learners with hearing difficulties in Sekyere South District of Ghana,
- ii. Communication skills required in teaching learners with hearing difficulties in Sekyere South District,
- iii. Pedagogies for teaching learners with hearing difficulties in Sekyere South District
- iv. Classroom management skills of learners with hearing difficulties in Sekyere South District of Ghana.



1.5 Research Questions

The following research questions were generated to drive the study.

1. Which instructional strategies do teachers use in teaching learners with hearing difficulties in Sekyere South District, Ghana?
2. What communication skills are required by teachers of learners with hearing difficulties in Sekyere South District?
3. Which pedagogical competencies are required by teachers to teach learners with hearing difficulties in Sekyere South District?
4. What classroom management strategies do teachers use in teaching learners with hearing difficulties in Sekyere South District of Ghana?

1.6 Significance of the Study

The results of this research would inform teachers about the best ways to accommodate learners with hearing difficulties in the classroom. It is plausible that the findings of instructional strategies or competencies would cause teachers to teach learners who are experiencing hearing difficulties effectively within the context of their classroom society. This is because learners with hearing difficulties in a given environment have unique needs that necessitate adaptation on the part of education providers. As an added bonus, the research would provide light on the necessary pedagogical communication skills for instructing learners in Sekyere South District, Ghana, who have hearing difficulties. This would force teachers to adopt the preferred modes of communication, which would benefit learners with hearing difficulties. The research would also shed light on the pedagogical expertise teachers in Sekyere South District, Ghana need to effectively instruct learners who have hearing difficulties. This would aid teachers in selecting preferred pedagogies that work well for learners with hearing difficulties. The research would also provide light on the classroom management abilities required to effectively instruct learners in Sekyere South District, Ghana who have hearing difficulties. Facilitating more efficient classroom management, this would benefit education. Finally, this study's findings would provide supporting evidence for future researchers who are interested in pursuing comparable topics.

1.7 Delimitations of the Study

This research study is focused on discovering the teachers' competencies in teaching learners with hearing difficulties in the Sekyere South District of Ghana. The study focused only on teachers because they were readily available and could provide the information that the researcher needed. Additionally, although there are several

Municipalities and Districts within the Ashanti Region, this research was delimited to the Sekyere South District because the duration for the study was relatively short and also, financial constraints made it difficult for the researcher to cover a wider area to do a more comprehensive study.

1.8 Operational Definition of Terms

Learners with hearing difficulties refers to learners with conditions of hearing difficulties ranging from mild to severe.

Performance: this is the outcome variable realized in examination performance by learners with hearing difficulties.

Teacher competence: Set of skills, knowledge, attitudes and abilities that are needed by a person, team, or organization to be able to complete their work properly.

Instructional strategies: refers to techniques teachers use to help learners become independent, strategic learners.

Inclusive: is a process of increasing the participation of all learners in schools including those with disabilities.

1.9 Organization of the Study

This thesis has six chapters, which is the standard format for thesis at the UEW. Chapter one comprised the background to the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, delimitations and limitations of the study, operational definition of terms and organization of the study. Chapter two focused on the literature review and the theoretical framework of the study. Methodology, including design, population, sample, and sampling procedure, tools, and analysis, was covered in Chapter three. The data presentation and analysis were discussed in Chapter four, while the findings were discussed under Chapter five. The overview, analysis, and suggestions were presented in Chapter six.

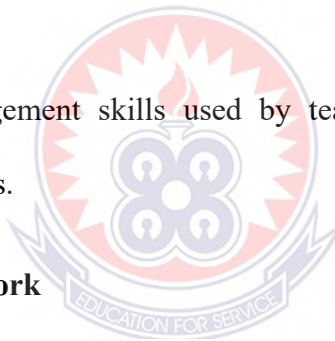
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher reviewed literature relevant to the study. The following strands were addressed as part of the literature review.

- Theoretical Framework.
- Instructional strategies teachers use in teaching learners with hearing difficulties.
- Communication skills required in teaching learners with hearing difficulties.
- Pedagogical competences needed by teachers in teaching learners with hearing difficulties.
- Classroom management skills used by teachers in teaching learners with hearing difficulties.



2.2 Theoretical Framework

This research was grounded on the Pedagogical Content Knowledge Theory developed by Shulman (1987). According to Shulman, effective instruction in a multicultural classroom requires teachers to draw on both their subject-matter expertise and their pedagogical know-how. It's a way for teachers to gain expertise in a wide range of teaching methods and subject matter for the benefit of their learners. Shulman (1987) writes that pedagogical content knowledge theory may be used in classrooms with learners who have hearing difficulties as part of an effort to provide educational fairness. Pedagogical content knowledge is a kind common-sense information that teachers utilize to guide their practice, as described by Shulman. This leads to the development of skills in organizing and representing academic

information for direct instruction to learners with a variety of learning styles and requirements. To better meet the requirements of learners in the classroom, teachers should be familiar with a variety of methods for instructing.

According to Fullan (2012), pedagogical content knowledge theory is a crucial, if not the most important, constituent part of the knowledge base of teaching since it is based on a different kind of professional knowledge. Teachers need pedagogical topic expertise in order to effectively transfer information to their learners (Martin, 2022). Using a combination of domain expertise and broad pedagogical understanding, it simplifies complex material for learners. This is the kind of representation that Shulman (1987) considers to be the most effective in terms of providing examples, explanations, and demonstrations. That is to say, the information is put to use in a representation and formulation of the topic that aids learners' understanding. Understanding how learners' assumptions and biases about the material affect their progress through the material is also a part of this (Shulman, 1987). Therefore, teachers need to consider their learners' prior knowledge and abilities as they design and implement lesson plans that will keep their learners interested and engaged regardless of their level of prior knowledge or expertise (Shulman, 1987). Having a firm grasp of the material being taught and the most effective strategies for conveying that material to learners is an important part of teachers' pedagogical subject knowledge (Richards, 2017). This theory is relevant to the present investigation because it suggests that teachers should be well-versed in the pedagogy of inclusive classrooms in order to effectively manage learners from a wide range of backgrounds. Only teachers who have mastered skills like lesson planning, interpersonal communication, and classroom management can succeed in reaching today's multifaceted learner body.

2.3 Instructional Strategies for Teaching Learners with Hearing Difficulties

This strand was reviewed under the following sub-strands (a) meaning and concept of teacher competencies, (b) issues with teacher competencies, and competencies required by teachers of learners with hearing difficulties, (c) instructional strategies for teaching learners with hearing difficulties, (d) video instruction for hearing difficulty learners, (e) direct instructional strategy, (f) cooperative learning, (g) dramatization, (h) storytelling, (i) and peer learning.

2.3.1 Concept of teacher competencies

The term "competency" comes from the Latin word "competere," which means "suited," and its psychological meaning is the capacity to meet the needs of a particular situation (Thornhill, 2016). Competencies are components of conduct that impact a person's competent performance on the job, as defined by Bachrach and Mullins, (2000). Competence is shown to be a collection of skills, knowledge, attitudes, and abilities necessary for an individual, group, or institution to carry out its duties successfully. Competencies acquired by each teacher will reveal the genuine quality of the teacher, whereas teacher competence is described as mastery of a task (teaching and educating), abilities, attitudes, and appreciation necessary to support the success of the learning process. Teachers who have mastered these competences will be better able to carry out their roles and responsibilities in a classroom (Barker, 2012). According to Burgoyne (2016), a competent teacher is one who is well-versed in the subject matter being taught, the developmental stages of their learners, and the best practices for teaching those subjects. To effectively instruct, counsel, and direct learners, teachers must possess relevant expertise. Teachers should have upbeat demeanors without being overbearing, as this will increase the likelihood that their learners will follow their lead as they learn and internalize the national goals and

moral and social values that they impart. A teacher's professional competency has been shown to have a direct correlation to their learners' academic success. In education, "competence" may signify two different things. Competence, theoretically speaking, is seen as a mental framework that allows for certain kinds of behaviour. Competence seems to include a wide variety of higher-order abilities and behaviours that, from a practical standpoint, indicate the capacity to cope with complicated, unexpected circumstances. This functional definition considers familiarity with relevant information, the ability to use that information, a positive mental attitude, and the ability to think strategically (Cockerill, 2016). The, Cockerill (2016) explains that operational competence may be seen as the accumulation of extensive theoretical and practical knowledge inside an individual's cognitive structures. This information may be shared with the world through reproducible skills or transformed into a resource for skills and the behaviour connected with them. Competencies, according to Cockerill (2016), are a mix of information, abilities, and character traits. Competencies need both the ability to think critically and the ability to act well. To guarantee effective and efficient performance, however, it appears that something beyond knowledge, abilities, and attitudes is required. Competent people should be able to choose the best decision from among available actions by considering potential outcomes (Cockerill, 2016). Competence, as defined by David (2018), is the "more or less constant" capacity to realize certain types of objectives in order to get desired consequences. Someone who is competent is one who is able to do what is required. Someone in this category is able to take the necessary measures to accomplish set goals. Edgar and Lockwood (2016) explain that the idea of competence extends beyond the levels of knowledge and skills to include an explanation of how knowledge and skills are effectively applied, and that this concept

is closely linked to the capacity to manage difficult circumstances. The ability to use one's knowledge and abilities effectively in a given situation is what we mean when we talk about "competence," which is a trait highly prized in and of itself. Even with all the necessary information and abilities under your belt, you may still struggle to succeed in more complicated situations. Individuals need the "abilities" that take into consideration the features of a given situation in order to make the most use of their knowledge and skills while acting (Cockerill, 2016).

2.3.2 Competencies required by teachers of learners with hearing difficulties

The relevance of teacher competencies in regular education classroom cannot be overemphasized. An inclusive curriculum is as good as its application in the classroom, and thus the teacher. This is because no matter how wonderful an inclusive curriculum may be, if there are no competent teachers who can manage it and carry it out accordingly, the curriculum remains a document for the shelf (Djamarah, 2016). Teacher competencies help the management of the potential of the special needs learners, for the future, and for the teacher himself. Therefore, teachers should note that learning how to manage or provide instructions in the inclusive classroom setting does not only play in the accumulation of knowledge and skills, but in utilizing them for better teaching for the good of the special needs child. Djamarah (2016) recommends that teachers ought to have the courage to try new skills without apprehension, so that they are able to act as agents of change to fulfil the aspiration enumerated in the philosophy of inclusion. When teachers are skilled in communicating information to learners who have hearing difficulties it helps the learners to understand the instructions that the teacher tries to pass across and enable the learners to articulate the meaning. A teacher who possesses a strong communication competency in an inclusion classroom setting will be able to carry

along all the learners in the class irrespective of who they are and what they have. Lenihan (2010) noted that a lot of professional competencies teachers require for teaching learners who have hearing difficulties. Lenihan's study is in line with the present study as it to explore teachers' competences in the following areas: (a) instructional strategies, (b) communication, (c) pedagogies, and (d) classroom management skills.

2.3.3 Issues and challenges of teacher competencies

According to Caldwell (2015), a teacher's knowledge (both subject matter and general pedagogy) is closely related to the teacher's skills, and the teacher's competences in turn determine the learners' learning outcomes. According to Abrantes and Lages (2016), a teacher's knowledge includes both specific subject matter and generic pedagogy. However, subject matter knowledge is more crucial for effective instruction and teacher effectiveness. After that, there is a connection to general pedagogy, which encompasses classroom management, lesson planning, and other teaching fundamentals. It has been noted by Bovina (2012) that the quality, skill, and character of teachers are without a doubt the most critical aspects which determine the quality of education and its contribution to national development. The importance of the teacher in determining the quality of education and its contribution to national development was also emphasized by Adoyo (2017). Success in the classroom ultimately depends on the individual attributes, character, academic credentials, and professional competence of the educator.

2.3.4 Instructional strategies for learners with hearing difficulties

There has been a rise in the number of learners who have hearing difficulties, but not all classrooms have been updated to accommodate them (Luckner, 2016). Teachers need to consider the various learning styles represented in their classrooms while

designing lessons. In order to guarantee that the educational requirements of all learners are addressed, it is crucial that teachers have access to a variety of instructional approaches that allow them to present the same subject in a variety of formats (Luckner, 2016). Given the current emphasis on inclusive education, it is imperative that general education teachers adopt instructional strategies that are adapted to the needs of learners who have hearing difficulties, since these learners face a greater difficulty in communicating, which has a knock-on effect on their academic and social progress (Antia & Stinson, 2014). Learning may be influenced in several ways via instructional strategies, such as through changing the learner's behaviour, personalizing the content to the learner's needs and interests, and providing learners with access to different types of media and hands-on laboratory experiences (Luckner, 2016).

2.3.5 Video instruction for hearing difficulties learners

Video has also been found as a useful method of instruction to learners with hearing difficulties. According to Gargiulo (2012), teachers have been trying to exploit and manipulate video to enhance classroom teaching and learning. The video may be used to replace the teacher, compliment other instructional media or supplement instruction (Gargiulo, 2012). In relation to learners with hearing difficulties, Gargiulo (2012), revealed that video has also been found helpful in classroom instruction of both young and adult persons with hearing difficulties. Thus, both direct instruction and video instruction have been identified as strategies that could benefit learners with hearing difficulties in the educational setting. Video comprises of the video recorder and the video materials like tapes on cassettes, reels, or cartridges as well as disc. The video recorder is a machine that records pictures and sound while the video tape is very similar to, but wider than the audio tape. Video is at best defined as the selection and

sequence of messages in an audio-visual context (Mayer, 2011). The medium of video is highly valued in teaching; Berk (2013) asserted that video is widely used in educational programmes as it provides real experiences in almost all the fields of learning's. Brasel and Gips (2014) also observed that with the help of video recorders, video camera and sender, teaching can be delivered by a trainer to quite a number of learners in various locations on the same subject at the same time.

They further explained that a teacher could use that video in instruction either as a substitute for teaching, a supplement to teaching, and an individual learning package or as a part of a multi-media package. This is an indication of various ways in which video could be applied in educational instruction. Lunenberg (2011), observed that for a video developed to teach, the video teacher should deliver the lesson in such a way as to introduce why the topic is being recorded and viewed. In the same vein Cawthon (2016), suggested that, in order to make the material comprehensible, the method and language of presentation should be put into consideration. Video has even been favoured above television transmission in teaching and learning (Larsen-Freeman, 2010). Larsen-Freeman (2010), noted that another way to realize additional education value from the programme is to package them into videocassettes with accompanying printed lessons. All these point to the flexibility of video use in teaching and learning situations. Westwood (2016), added that various studies have been carried out on the effectiveness of video presentations in teaching and learning of learners with hearing difficulties. Westwood, further noted that learners with hearing difficulties who had viewed the videotape presentation demonstrated a significant increase in knowledge regarding hearing difficulties while the other eleven did not exhibit such an increase in knowledge. Similarly, studies by Lestari (2016) confirmed the effectiveness of video presentation in teaching learners with hearing difficulties. The use of video in

teaching learners with hearing difficulties in Ghana has been enhanced through the provision of laptops computers to teachers. However, as to whether teachers will effectively use these computers remain unknown.

2.3.6 Direct instructional strategy

According to Howes and Hamilton (2012), direct instruction is an approach to teaching which is teacher- directed. It involves a scripted lesson plan method, whereby the teacher passes facts, notes or action sequences on to the learners in the most direct way possible. It emphasizes the use of small- group, face- to- face instruction by teachers and aides using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly. Learners are engaged to learn by memory and classroom responses (Westwood, 2016). It is primarily a form of teaching consisting of explanation, example and opportunities for practice. The notion of lecture as used in direct instruction in secondary classrooms differs considerably from the notion of a lecture that is in use in the university or college (Engelmann, 2010). Here, the teacher's obligation is to find ways of clustering and connecting idea facts, and information so that learners can effectively process what is being presented (Engelmann, 2010).

Direct instruction is sometimes synonymous with didactic teaching, active teaching, and explicit instruction (Engelmann, 2010). It is primarily a teacher-centered strategy in which the teacher is the major provider of information. It is helpful that the teacher establishes a framework for the lesson and orients the learners to the new material before presenting and explaining the new material. This may take the form of introductory activities that elicit learners' relevant existing knowledge. After this, instruction can begin with the presentation of the new concept or skill. After explanation, comes evaluation in which the teacher checks for learners understanding

of the new concept or skill. The next ingredient in direct instruction is opportunity for independent practice. The direct mode of instruction is a generic teaching model which has been conventionally and predominantly in use in schools all over the world (Adams & Engelmann, 2016). This situation is not different from what exist in Ghana where the teacher is placed at the center of instructional delivery processes.

2.3.7 Cooperative learning

Cooperative learning is an approach to education that allows learners to educate one other about a topic of study while simultaneously enhancing each other's understanding of that study. Positive interdependence, individual responsibility, engagement, the growth of social skills, and group processing are the five hallmarks of effective cooperative learning activities (Winston, 2014). The concept of positive interdependence refers to the notion that the prosperity of a group depends on the success of its individual members (Winston, 2014). In this approach, learners take ownership of the progress and accomplishments of their whole group, not just their own. Due to a shared sense of purpose, learners are more likely to support one another and work together to find solutions to challenges (Winston, 2014). Finding a happy medium between individual responsibility and collective dependability is crucial for productive teams. Cooperative learning, in which learners take turns teaching the material, enables for learners to pause and re-teach one another when uncertainty arises, something that is sometimes impossible for a teacher to do while instructing a large number of learners (Winston, 2014). Learners are often given a set of learning objectives and the autonomy to choose how they will achieve those targets (Jolliffe, 2017).

Individual responsibility is another feature of cooperative learning; in contrast to more conventional forms of group work, learners in cooperative learning situations often get both a group and an individual grade (Winston, 2014). Learners may be held individually responsible in a variety of ways, such as via the use of individual tests, learner-to-learner explanations of material taught, or teacher observation and documentation of group performance (Winston, 2014). This prevents a single team member from performing all the work while the others take credit for it and do nothing themselves. Each learner is responsible for his or her own success outside of the classroom, according to the concept of "individual responsibility" (Jacobs & Vakalisa, 2013). Studies on personal responsibility have shown that the more people there are in a group, the less likely each individual is to feel that their efforts are crucial to the whole. The greater the number of people in a group, the less likely some of them are to actively engage, which in turn affects the members' sense of personal responsibility and responsibility to the group (Jacobs & Vakalisa, 2013). Similar to the prior remarks.

Peer contact is the third component of cooperative learning. When learners work together, they may provide each other with constructive criticism, positive reinforcement, critical inquiry, problem-solving guidance, connections to previous knowledge or schema, and even the opportunity to teach or be retaught (Winston, 2014). Social skill building is the fourth component of cooperative learning. This is often cited as one of the main advantages of using cooperative learning (Polloway & Patton, 2013). These abilities, which might include proper discourse, management, inspiration, compromise, and conflict resolution, are sometimes taught alongside academic goals (Winston, 2014). Learners acquire long-lasting assets, such as the ability to work effectively in groups and take charge via the exercise of leadership,

through the cultivation of these social abilities (Winston, 2014). The fifth component of cooperative learning is group processing, which may be thought of as an internal check on the group's dynamics that helps members determine which abilities are helping the group and which are impeding it. Once these routines have been established, organizations may make decisions about which ones to maintain and which ones to alter to ensure that everyone in the group benefits from them (Winston, 2014). Facilitating teachers should aid in this area as well, assisting groups who are having difficulties relating to or understanding the lesson's material. Cooperative learning has been widely adopted in Ghana's elementary and middle schools with the goal of bettering educational outcomes for learners.

2.3.8 Story telling

Almost every school in Ghana employs story-telling as a teaching method, because it has been shown to improve the quality of education in many Ghanaian classrooms. Stories are a special type of business communication that may be used to spark new ideas, increase productivity, and disseminate previously acquired information (Benjamin, 2006; Comstock, 2006; Ellyatt, 2002; Pou ton 2005). Language developed through time when Homo sapiens started to put sounds together to represent thoughts in order to communicate with one another (Hamilton, 2010). The shared understandings that resulted from the usage of this language ultimately took the form of storytelling. According to Atta-Alla (2012), the purpose of storytelling is to "share and understand experiences." The power of stories lies in their ability to bridge language, cultural, and other differences. There is no need to divide people into different groups based on their ages while using storytelling. Society's values, ethics, and cultural norms and variances may all be taught via the medium of storytelling.

Storytelling is an excellent method that may assist learners from all walks of life engage with the material. Because the majority of learners come from different socioeconomic backgrounds, Chen (2005) argues that incorporating narratives into classrooms via storytelling may help learners of all abilities communicate more openly. These real-world examples may spark learners' interest in learning more about themselves and the world. By incorporating personal experiences into the learning process, learners are more likely to feel included (Jehangir, 2010).

Using stories as a means of imparting knowledge is an integral part of the educational process (Catapano, 2000). When used properly, storytelling may be an excellent method of education. Sharing one's own experiences of success, failure, and lessons gained may serve as a model for others. In order to make connections between what they hear and their own lives, learners will require the analytical and synthesis skills represented by higher levels of Bloom's Taxonomy (Flynn et al., 2004). By doing such an examination, learners get insight into the range of choices available to them in future scenarios. Another use of storytelling in the classroom is to introduce new lessons or units with a tale before the bell sounds. An important function of reading aloud at the start of class is to establish a mood conducive to the class's linguistic and educational goals. Education tale telling is sometimes used to explain concepts. When learners struggle to make sense of the underlying data, teachers may use stories to help them grasp the big picture. The use of storytelling games as a type of effective practice for introducing and describing topics is another example (Lipman, 1994). The ever-evolving educational system of the present may benefit from all three of these narrative applications. Teachers have a responsibility to offer learners the highest quality education possible, regardless of how the educational system changes. All educational institutions should aim for the objective of finding methods to present

content that will help learners learn more effectively if they are serious about reducing dropout rates.

Several methods have been found to be useful in the classroom and have been the subject of extensive research. These methods include highlighting similarities and differences; facilitating effective note-taking; praising learners for their efforts; utilizing non-verbal representations; engaging in collaborative learning; articulating learning objectives; offering constructive feedback; testing hypotheses; encouraging questions; providing cues; preparing learners for tests; and telling stories. This research thus aimed to examine the use of storytelling as a new and potentially powerful pedagogical tool.

To keep learners interested and engaged throughout class, teachers might use many tactics. An experiment with 32 learners at Ankara University found that a teacher's approach to teaching significantly affected their learners' academic engagement and performance (Karakoc & Simsek, 2004). Exploring Bloom's Taxonomy is a great way to have a better grasp on how to implement efficient pedagogical practices in the classroom. Benjamin Samuel Bloom oversaw a team of educational psychologists as they developed a hierarchical framework for classifying varying degrees of learners understanding and conduct. Affective, psychomotor, and cognitive categories exist for these types of groups. In specifically, knowledge, comprehension, application, analysis, synthesis, and assessment make up the cognitive categories from lowest to greatest (Adams, 2015; Athanassi et al., 2003; Bloom, 1956). The use of higher levels of Bloom's Taxonomy in the classroom is indicative of an effective approach to education, since it encourages learners to move beyond rote memorization (Flynn et al., 2004). Facts, definitions, techniques, and procedures are all part of what we term

"knowledge," which is described as "the recall of learnt stuff" (Adams, 2015; Athanassiou et al., 2003; Bloom, 1956).

Adams (2015) argues that information may be gained by simple methods, such as multiple-choice or short-answer questions. Teacher responsibilities in the knowledge process include leading, telling, demonstrating, examining, questioning, and evaluating, whereas learner duties include reacting to, absorbing, remembering, recognizing, memorization of, and defining information. To further develop Adams' concept, Athanassiou et al., (2003) confirmed that specific word references in the form of multiple-choice or short-answer questions may be used to generate knowledge via recall. This involves checking in on learners to see how well they are remembering and applying information like dates, locations, and themes.

Harris and Barnes (2006) outlined four important elements for establishing rapport via the use of engaging anecdotes in meetings. The initial objective is to pique the interest of the learners with an icebreaker, so generating a tone distinct from the kind of meetings that workers often complain about. The next step is to develop a topic that learners will find interesting and engaging. The efficacy criteria, third, provides a unifying principle. Multiple potential origins exist for the criterion. Some examples of these include having an engaging message, not bragging, not using sarcasm, and showing empathy in one's communication. In the fourth place, learners' writing should have a purpose. A learner should be able to understand, for instance, how to use the lessons from the tale in their own lives. The storyteller may also check to ensure the narrative was effective in reaching learners with hearing issues and in reinforcing learners' emotions and sentiments on a particular subject beyond these four measures.

Digital Storytelling

This narrative style is seen as a contemporary take on the age-old craft of storytelling. Exciting visuals, music, narration, and voice all come together to enrich the story's characters, setting, and insights with significance and nuance. Learners now have more options for using media to tell their tales, making digital storytelling a powerful tool for spreading cultural awareness (Rule, 2008). The educational uses of digital storytelling are:

- This type can link text and images with narration for learner to make a short digital movie.
- Digital Storytelling technique is a web-based tool that offers teachers and learners' frictionless access to digital images and materials that enable them to construct thoughts and effective ideas.
- Digital storytelling technique is easier for learners to use, so the focus of the activities can be on the storytelling and sharing others' knowledge and experiences.

Moreover, digital storytelling enhances learners to share and connect their cultural information and stories. Learners that engage in digital storytelling get valuable experience in strategic planning and critical analysis. They also make it possible for modern learners to study relevant material in their own tongue (Ohler, 2013). People of various ages and backgrounds are using digital storytelling to share their own experiences and listen to the tales of others. Accessible media production methods employing computers, digital cameras, iPods, iPads, and software have given rise to a new kind of narrative: digital storytelling. This cutting-edge method of online communication facilitates the dissemination of personal narratives and philosophical musings. Digital storytelling may be seen as the continuation of traditional

storytelling with the addition of visuals and electronic music. (Copeland & Miskelly 2010). The use of storytelling in the classroom may improve the mood and setting for everyone involved. Because they are fun to read and often have a light-hearted tone, stories may help learners feel at ease and lessen their anxiety. Richter and Koppett (2000) argued that a well-told narrative has the potential to foster a feeling of belonging and community in educational settings more effectively than more conventional techniques of instruction. The use of stories in the classroom is an effective way to capture learners' attention (Rossiter, 2002). In addition to hearing the knowledge, learners are engaged in it on a more profound and richer level via the use of personal and emotional connections and visual images (Abrahamson, 1998; Morgan & Dennehy, 1997). Emotional learning is more readily retained and remembered, thus tales that create strong feelings are particularly useful for imparting knowledge (Morgan & Dennely, 1997; Weiss, 2000). Perry (2000) agrees with this idea, writing that memory storage networks are triggered when an emotionally engaging story is read. Due of the high degree of participation required, storytelling offers many of the advantages of experiential learning (Richter & Koppett, 2000). When a learner can identify with a character, they become more invested in the material and more likely to actively participate in the learning process, which is why storytelling is so effective. Engaging learners in this approach has been shown to increase their comprehension and motivate them to put their newly acquired skills into practice in the real world. Though storytelling is a part of the curriculum in Ghana, teachers face challenges when working with learners who have hearing difficulties.

2.3.9 Dramatization

Learners who have hearing difficulties might benefit greatly from the dramatic learning that has evolved over the years. Hence, in addition to the standard classroom approaches that place a premium on learners' ability to listen and "talk," such as individual and group instruction. Learners who have hearing difficulties can start their education with an art or theatre lesson. As a result, learners who have hearing difficulties will advance more in all areas of intelligence, including language, reasoning, mathematics, space, body, music, people skills, and more. Using theatre in an inclusive classroom setting may assist learners with hearing difficulties develop their multiple intelligences in natural circumstances, allowing them to acquire the self-directed learning and social adaption skills essential to succeeding in a traditional school setting.

Many mainstream teachers of learners with hearing difficulties in inclusive classrooms think that these learners would not acquire language because they cannot detect sound as readily as their hearing peers. It's because of this that they haven't been putting in much work to enhance the linguistic development of this group of kids. Contrary to this misconception, learners with hearing difficulties have fully functioning brains that need to be engaged by their teachers' creativity. The learners who were having trouble hearing should have been given extra time and energy by their teachers. For learners with hearing difficulties to succeed in an inclusive classroom, the teacher must be more pragmatic and employ instructional strategies (such as theatre) that will facilitate and sustain their learning. Learners who have hearing difficulties often depend on visual aids to help them understand what is being taught. Learners will retain more information in an inclusive classroom environment

if they are actively engaged in the learning process, have visuals modelled for them, and are asked to create sentences based on what they have seen and done.

Maintaining that there is no specific formula for learners with hearing difficulties to utilize their own experiences to overcome each of their academic challenges is central to the theatre approach of teaching (Langley, 2006). Learners who have trouble hearing might benefit greatly from the freeing effect that drama can have on their minds. The primary goal of any drama class should be to have a good time, and this includes the hearing-difficulty learners in the class as equal participants. However, it is also important to ensure that the learners with hearing difficulties feel like they have contributed to the class, as this will go a long way toward building a sense of community among them. Drama, as Jennings (1995) notes, is fundamentally a communal activity. It has helped people throughout time learn more about the human potential for empathy and self-identification. Young people with hearing difficulties are just as much a part of the theatrical world as everyone else.

Dramatic actions in the classroom help learners with hearing difficulties make sense of the symbolic and visual information they are processing. According to Astin (2012), the world of emotion can be represented in a non-verbal way through drama, and this facilitates development in mnemonic order (which causes the stimulation of the memory or psychomotor skills; for example, learning how to control a gesture) or moral (illustration of the exemplary ethical acts); or purely pedagogical (as compensatory according to a work pace of entertainment leisure).

There are "no terrible learners," as Pearson (2019) points out, "just incompetent professors." That the quality of the classroom environment contributes to the challenges that learners with hearing difficulties confront in school was implied by his

claim that a bad teacher may come from the adoption of an ineffective teaching technique. Teachers may help learners with hearing difficulties overcome their academic disadvantage by using teaching strategies that are tailored to their specific needs. Anderson (1983) argued similarly, arguing that the "best" method of teaching (drama) will enhance language development if adopted by the teacher of a hearing difficulty learner who has demonstrated a significant deficit in hearing prior to the acquisition of a linguistic symbol system (i.e. Spoken English). To his point, he argued that learners with hearing difficulties would not be able to master even the most fundamental subjects without access to a meaningful language system. Researchers such as, Gellejos et al. (2006), examined the effectiveness of using dramatic therapy to help learners with hearing difficulties adjust to college life. In order to foster a feeling of camaraderie and sociability among learners with hearing difficulties, they elected to use a theatrical game method centered on improvisation, imagination, and creativity.

It is important to recognize that theatrical activities in the classroom serve as a kind of therapy for learners with hearing difficulties, allowing them to release pent-up emotions and frustrations in a healthy way. Learners with hearing difficulties may use drama as a means of self-expression and quickly discover that their motions and gestures can convey a wide range of meanings. The theatre approach also aids learners with hearing difficulties in realizing the value of persistence and the methodical structure of learning. Since the aim of a drama technique is to teach, the play's (lesson's) creation process must be purposeful (objective goal oriented). According to McGrail and Davis (2011), learners with hearing difficulties benefit from theatre because it fosters self-awareness and the development of new ideas. Individual growth is aided by the intellectual content shared by all creative activity,

especially for learners with hearing difficulties. Many learners who have hearing difficulties tend to be emotionally immature, according to available data. The use of dramatic techniques in the classroom helped them realize the futility of holding on to irrelevant details.

Learners with hearing difficulties may benefit from theatre since it encourages them to express themselves creatively throughout class. While observing a group of hearing difficulty youngsters at play, one thing that stands out is how much they enjoy role-playing and acting. It's easy to see the vital role that motion, movement, and rhythm play in their daily lives. Their creativity and the way they lose themselves in theatrical plays is striking since it occurs naturally and without inhibition. According to Gallegos et al. (2012), learners who have hearing difficulties might benefit from improvising in a theatre class, which helps them become more attuned to their surroundings and acquire a more nuanced appreciation for their own reactions. Learners who have hearing difficulties are given the opportunity to exercise their creativity via theatre.

2.3.10 Demonstration instructional strategy

According to Mutasa and Wills (2015), the demonstration approach comprises a teacher demonstrating a task while learners watch and take notes. Learners will mimic teacher actions and explanations. Procedures and methods may be shown and discussed via demonstrations, as stated by Chamberlain, et al. (2014). As a result, learners with hearing difficulties may benefit much from direct explanations provided via example. According to Chikuni (2013), a demonstration is when a teacher demonstrates to learners how to accomplish something by doing it themselves. Learners who have hearing difficulties benefit most from activities that require them to imitate others. According to Covey (2016), one way to show learners how to do

something is to show them. In order to ensure that all the bases are covered while teaching a new skill, it is advised that teachers follow this approach (Petty, 2014). Therefore, learners with hearing difficulties may benefit from the demonstration technique since they can see and listen to the facts being taught. Information like this includes prerequisite skills, methods, and safety measures (McKeachie 2016). Those learners who have hearing difficulties will still have a chance to learn and grow from this presentation. Learners with hearing difficulties may benefit from the following tactics, as outlined by Luckner (2017).

2.3.11 Think pair share

The goal of the think-pair-share technique is to help learners who have hearing difficulties to critically consider a subject by generating their own thoughts and then discussing them with a partner. Lyman (1987) created this method to get learners more involved in class discussions. Learners may benefit from working in groups by using the think-pair-share technique. Teachers may use this method by asking learners to think critically about a certain topic and then providing them with approximately a minute to come up with an answer (Lyman, 1987). In order to facilitate learning, learners are encouraged to voice any thoughts that come to mind in answer to questions posed in class. Learners who have hearing difficulties might then turn to a classmate and relay their thoughts. Learner's replies may be discussed further in smaller groups of four, in larger groups, or with the whole class. This method improves the quality of conversation and allows all learners, even those with hearing difficulties, to participate in it and gain knowledge via introspection and verbalization (Jones, 2006). While the concept of "thinking pairs" has a lot of promise, the vast majority of Ghana's teachers are unfamiliar with how to put it to use in the classroom.

The think-pair-share method, which was used in the classroom action as part of the cooperative learning technique, promotes individual engagement of the learners since it is adaptable across all grade levels and class sizes. There are three main stages of learner's thought while tackling questions: Learners first engage in free-associative thought in order to generate their own unique answers to the stated subject. Second, pair: Learners work together in small groups of two to share and debate ideas. This enables them to give thought to the perspectives of others and to communicate their own opinions. Finally, learners present their findings to a broader audience, such as the rest of the class. Learners often feel more at ease sharing their views in front of a class if they have a companion to rely on. In addition, after going through this three-stage procedure, learners' ideas have improved.

The following are some recommendations from teachers for using the think-pair-share method effectively in the classroom. The *Lecturer Vision* (Usman, 2015) recommends using this method in three stages. They're collaborating and forming hypotheses. But before that, the teacher may choose how to pair up the learners (by headcount, alphabetical order, gender, etc.). Then, the teacher will offer a question to which learners might respond in a number of ways. The teacher offers the class "think time" and encourages them to come up with their own answers during this period. After some "think time," learners switch to face their learning partners and collaborate on the lesson by exchanging ideas, asking questions, and providing feedback. After then, the teacher has the learners' team up and discuss what they have been thinking about before. After that, they present their findings to another couple or the whole group. Learners should be able to articulate their partner's thoughts and feelings in addition to their own. The teacher may ask a few volunteers to present their thoughts to the group.

2.3.12 Peer learning

As studies show that peer-mediated treatments are beneficial, schools are increasingly using this form of learner-to-learner interaction in their classrooms (Maheady et al., 2001). Over the last several decades, there has been a lot of study done on peer tutoring practices (Heron et al. 2006; Miller et al., 1996). Learners of various ages (Tabacek et al., 1994; Wright et al, 1995), including those with and without difficulties, have benefited from peer tutoring programs (Arreaga-Mayer, 1998; Gardner et al., 2001; Greenwood et al, 1989; Miller et al., 1996). Several peer tutoring techniques used throughout an entire class have been shown to be successful in raising learners' test scores. The majority of the research on these tutoring systems comes from the State University of New York at Fredonia (Delquadri et al., 1986), the University of Kansas' Juniper Gardens Learners' Project (Mahead et al 1988), the Vanderbilt University Peabody College (Fuchs et al., 1997), and The Ohio State University (Cole et al., 1983).

Programs that pair learners up to help one other across the course of a whole school year have been shown to be an effective kind of education. Many universities, like Juniper Gardens Learners' Project, George Peabody College, and The Ohio State University, have conducted research on peer tutoring and have come up with their own methods. In both regular and special education settings, all three peer tutoring methods have been effectively deployed, assessed, and developed over time and across a wide variety of ages and grade levels (Nagro et al., 2019). The most common types of peer tutoring discovered in the research are class-wide peer tutoring (CWPT) and peer assisted learning techniques (PALS) (Ayvaz & Aljadeff-Abergel, 2014; Fuchs et al., 1997). Although the start tutoring program at The Ohio State University is not as well-known as the other two, it has been shown to be a cost-effective, fast,

and well-documented strategy to individualizing teaching across varied groups of learners in both general and special education settings (Heron et al., 2006; Herring-Harrison et al., 2007). All learners are put into mutually beneficial tutoring pairs in all three peer tutoring models. Tutors have been instructed to immediately respond to their learners' academic performance. At the halfway point of the allotted tutoring time, the tutee becomes the tutor and vice versa.

Learners often meet for thirty minute sessions three to four times a week, and adhere to a regimen of pretests, practices, tests, performance monitoring, charts, and maintenance tests. The tutors are instructed in a two-stage prompting method, and subject matter is decided by the teacher. Peer tutoring pairs with widely varying skill sets might benefit from using flashcards to share lessons. The tutor may use the answers written or printed on the reverse of the flashcard to check the learner's understanding of academic stimuli (spelling words, definitions, arithmetic problems, etc.). This allows the tutor to make useful comments to the learner even if the subject matter is outside the tutor's expertise (Herring-Harrison et al., 2007). Programs like those described above make it simple to adopt a powerful kind of pedagogy known as structured peer tutoring. Mathematical proficiency, accuracy, and fluency have all been shown to improve with peer tutoring, both for learners with and without difficulties (Ayvaz & Aljadeff-Abergel, 2014; Greene et al., 2018). Traditional basic schools in Ghana make extensive use of peer learning, which encourages learner participation in both the classroom and the curriculum as a whole.

Learners who have hearing difficulties may be integral members of a peer tutoring program by following the steps outlined by Herring-Harrison et al. (2007). One approach included making a cardholder for learners so that the teacher could use both

hands for sign language while still holding the peer tutoring cards in an upright position.

Additionally, visual clocks were included so that learners would not need to depend on the teacher to inform them when it was time to exchange roles, and photos and icons of ASL signs were used as a visual reference for teachers. Learners participate in simultaneous teaching by dividing into dyads (or other small groups) for peer tutoring. In other words, peers are taught to present educational materials, set a pace, give social praise for right replies, provide corrective feedback for poor responses, administer assessments, and keep records of learners' progress. CWPT is a leading model for improving learners' academic performance, as shown by a wealth of research (Heron, Villareal, Yao, Christianson, & Heron, 2006; Peters & Heron, 1993). Despite these findings, CWPT is still infrequently used in schools with learners who have hearing difficulties. Why haven't classes with learners who have hearing difficulties made use of CWPT and other scientifically supported educational practices utilized with other learners? The simple response is that teachers of learners who have hearing difficulties need to modify their approach to communication. That is to say, in order to meet the individual requirements of learners with cognitive processing difficulties, social disabilities, or linguistic variances, a gap in communication must be bridged. If the instruction is good enough, learners will learn," Engelmann (2010) said. It's not the learners' fault if they don't learn; it's the fault of the method of instruction (p. 5).

2.4 Communication Approaches or Skills Needed by Teachers in Educating the Learners with Hearing Difficulties

Communication is the exchange of thoughts and data between people. This procedure is fundamental, and some would even argue that it is intrinsic to the human condition (Owens, 2016). One of the most divisive issues in the area is the best way to improve the linguistic abilities of learners who have hearing difficulties (McFadden, 2015). In any classroom, learners who have hearing difficulties place a higher premium on the teacher's ability to communicate clearly and effectively. Moore (2016) chimed in, noting that teachers who mastered more nuanced theoretically precise sign usage benefited learner learning. Because they facilitate inferential reasoning and other forms of higher-order thinking, competent sign usage and cautious sign selection are crucial in the learning process. In addition, there are a number of approaches that may be used to bridge the communication gap with hearing difficulty individuals. In the event that a learner is diagnosed with hearing difficulties, the option as to which approach to follow is one that is not taken lightly by most parents. Advocates for the use of speech, speech reading, lip-reading, and the interpretation of gestures in interacting with and teaching learners who have a hearing disability (Abrams, 2018). Perhaps the availability of more sophisticated technology to enable communication access, as well as the fact that 95% of learners with hearing difficulties at birth are born to parents with no hearing difficulty at all, are contributing to the rise in the usage of orality.

Oral proponents argue that learners may learn to communicate successfully without using sign language because they can rely on their residual hearing (Abrams, 2018). The goal of adopting an oral approach is to provide learners who have trouble hearing the chance to practice speaking and listening. Worth (2014) claims that several

academic institutions throughout the globe agree with this viewpoint. According to Worth (2014), oral communication is correlated with successful integration into mainstream contexts. Learners with strong oral communication skills may also have better peer interactions with their hearing peers, as shown by Worth's (2014) research. However, there are individuals who are adamantly opposed to oralism and instead prefer manual methods (Hetu, 2013). In contrast to oralism, manualists advocate for the use of sign language in the classroom. Advocates of the manual method argue that sign language and finger spelling should be utilized for both expressive and receptive purposes (Hetu, 2013).

Because of this, learners with hearing difficulties may use sign language, which is now officially recognized as a language in its own right. This view strongly asserts that a hearing difficulty learner's native sign language affords them the greatest possible access to course materials. Yet, this strategy is not without its detractors (Hetu, 2013). As a graphically depicted language, sign is comprehensive and complicated, with grammar that differs from English in important ways. Its syntactic organization is not usually sequential or linear but may also be simultaneous and spatial (Liddell, 2003). Gadagbui (1998) noted that unlike English grammar, sign language has its own set of rules for how symbols and words are combined and understood. Unlike other sign languages, Ghanaian Sign Language (GSL) does not rely on any spoken language for communication. This sentence structure is characteristic of it. The verb always comes before the object in English. In GSL, however, the verb comes after the subject no matter what the context. Glossed Sign Language (GSL) content may be written in any language spoken by and accepted by the target Deaf population. Because English is the de facto standard language of education in Ghana, it is usually English that is used to provide a gloss on GSL.

Furthermore, GSL is not an English-based gestural language. Like other sign languages, it has its own phonology, morphology, syntax, semantics, and pragmatics that hearing difficulty learners must learn and use intentionally. As Oppong (2006) noted, "throwing the dominant hand back towards the neck" is how GSL speakers signal the past tense. To sign "said," for instance, you would first sign "say," then fling your dominant hand back toward the neck. This rule applies uniformly to all forms of the past tense in GSL. Learners who have difficulties at the Sekondi School for the Deaf in Ghana were the focus of a study by Awuah (2019). Awuah's research found that learners who have trouble hearing have a harder time expressing themselves in writing, which causes them to fall behind their hearing classmates in English language skills. These show themselves as problems with spelling, paragraphing, reading, understanding, and thinking. The English language skills of teachers, however, had to be honed to a fine point before they could be trusted with learners. Therefore, it was important to evaluate how well teachers use sign language to teach English to learners who have trouble hearing.

Education for learners with hearing difficulties might benefit from a bilingual approach that incorporates both American Sign Language and standard written and spoken English. The theory behind this method is that the deaf community is mostly (King, 2010). Therefore, having trouble hearing is not seen as a hindrance to learning a language, getting a good education, or integrating into society. Learners who have hearing difficulties may acquire two languages and two cultures via sign language and then completely integrate into both the deaf community and the hearing world, so the thinking goes (King, 2010). As Lloyd (2015) pointed out, total communication is more of a concept than a method, and it was intended to include all channels of communication, whether employed individually or in combination, to accomplish full

communication between the hearing and those have trouble hearing. In most complete communication programs, English speech with simultaneous sign language is essential (Lloyd, 2015). Perhaps no other area of special education has seen as much dispute as the subject of educating learners with hearing difficulties (Antia & Rivera, 2016). The central point of contention has been the debate between oral and written communication. Teachers need to be familiar with the various methods of communication and use them as the situation calls for them or modify others to suit the degree of loss and intellectual functioning levels of the hearing difficulty individuals, as well as meeting their other needs in an inclusive education setting (Antia & Rivera 2016).

Antia and Rivera, (2016) identified three modes of classroom communication: oral-only (lip reading), mainly-oral (lip reading and finger spelling), and simultaneous (lip reading, finger spelling, and signing), however the latter two modes are less popular in Ghanaian classrooms. According to Antia and Rivera, learners with hearing difficulties understood just 46% of what was said while using an oral-only method. The lip reading and finger writing strategy, which relies mostly on oral communication, resulted in much greater rates of understanding (65% of the linguistic input). Even if it was better than before, the language learning experience of the hearing difficulty learners who were exposed to speech and additional finger printing was still lacking. Using the simultaneous communication approach, Antia and Rivera showed that understanding rose to over 86% thanks to the use of sign language. Therefore, Moores (2016) said, it seems crucial to complement teachers' spoken language with sign language. Furthermore, Moores (2016) discovered that both severely and profoundly hearing difficulty people benefited from simultaneous communication on a receptive language comprehension challenge. Conditions

incorporating signing were superior to combinations of lip reading, auditory cues, and finger printing for learners with substantial hearing difficulties (Moore, 2016).

The benefits of sign-posted environments, however, were less evident for those with profound hearing difficulties. However, outcomes improved with the addition of voice and finger writing or signs compared to purely auditory circumstances. While supporting prior research suggesting that simultaneous communication may be preferable than oral-only delivery, the results of this study show that the communication demands of trouble hearing learners may differ by amount of hearing difficulties (Moore, 2016). Moore's (2016) findings imply that a classroom with only one teacher may function well in a setting that requires constant back-and-forth between learners. The present research found that using simultaneous communication, which combines the manual and the oral, greatly facilitates the active involvement of learners with hearing challenges in a typical classroom setting.

2.4.1 Communication choice

The term "communication" is used to describe the act of exchanging thoughts and data. This procedure is fundamental, and some would even argue that it is intrinsic to the human condition (Owens, 2016). One of the most contentious issues in the profession is the question of how to improve the language abilities of those who have hearing difficulties (Howell & Luckner, 2003). In addition, there are a number of strategies for interacting with people who have hearing difficulty. Most parents do not take lightly the issue of which approach to use when their young kid is diagnosed with a hearing problem. Oralism, manualism, bilingualism, and comprehensive communication will be addressed as the four primary modes of expression. Oralism is a method of teaching and interacting with learners who have a hearing difficulty that emphasizes the use of spoken language, speech reading, lip reading, and the decoding

of nonverbal cues. Possibly due to the fact that 95% (approximate figure) of learners with a hearing difficulty at birth are born to parents with no hearing difficulty at all (Woodcock & Johnson, 2021), as well as the availability of increasingly sophisticated technologies to support communication access, the use of oralism is on the rise. Oral method proponents forbid any kind of signing on the grounds that learners can learn to communicate successfully via the use of their remaining hearing.

The term "bilingualism" is used to describe a method of teaching hearing difficulty learners both the Sign Language of the deaf community and the spoken and written language of the hearing world. The idea behind this strategy is that the hearing difficulties constitute a linguistic and cultural minority that would benefit from being treated as such. As a result, having hearing difficulties is not seen as an impediment to learning a language, achieving academic achievement, or integrating into society. The idea is that hearing difficulty learners may become fully integrated members of both the deaf community and the hearing world if they are exposed to both languages early on (Schimmelpfennig et al., 2022). The concept of total communication is more of a mindset than a technique. It was created in the early 1970s with the goal of facilitating full communication between the hearing and those with hearing difficulties, whether via a single channel or a combination of many.

2.4.2. Lip-reading and speech reading

Lip-reading is the practice of observing a person's lips in order to deduce what they are saying, whereas speech-reading entails observing not just the lips, but also the tongue, teeth, cheeks, eyes, facial expressions, gestures, and body language. So, reading lips is a part of speech reading, but that's not all it is. Both methods increase speech perception in loud environments, allowing those with hearing difficulties to grasp more of what is being said.

In the absence of additional clues, learners discover that lip-reading is an imprecise and exhausting talent, allowing them to accurately differentiate just 30% of the spoken language (Katz, 2019). If learners are eating, covering their lips, looking away, or have their backs to a bright light source, lip-reading is difficult in the classroom.

2.4.3 Barriers of effective communication between teachers and learners with hearing difficulties

The vast majority of babies who have trouble hearing are born to two parents who do not have a hearing difficulty themselves. They supplement their hearing aids with lip-reading in the classroom. According to studies, the difficulty of adjusting to a 'hearing' environment grows considerably after high school. Poor classroom acoustics and high levels of background noise (Oppong, 2007); reverberant rooms; inadequate lighting; teachers and learners who aren't used to interacting with those who have hearing difficulties (Wald et al., 2002); the pace (rate of presentation by educator); the number of speakers involved; language and cultural differences; and so on all contribute to an unfavorable learning environment for learners with hearing difficulties in Ghana. According to the findings of a study conducted by Richardson, Long, and Foster (2004) on learners with hearing difficulties who were enrolled in distance education, the most significant barrier to their success in higher education was their inability to effectively communicate with their professors and peers.

According to a survey of learners with disclosed disabilities at a single UK university, more than half of those with hearing difficulties reported that their disability had an impact on their ability to learn during lectures. These difficulties included: lecturers talking too fast or removing visual materials like overhead transparencies before the

learners had time to digest the contents; for many learners, listening and writing note down were incompatible due to the learner's disability.

Some learners also said they had trouble understanding the material since their teachers didn't help them learn it (Fuller et al., 2004). Learners also mentioned dealing with unreliable equipment, teachers who spoke too softly, teachers who forgot to use the induction loop system, teachers who didn't use the lapel microphone, teachers who didn't face the class while teaching, and teachers who objected to having their lectures recorded (Piggott, 2015). The teacher's refusal to use auxiliary aids, such as a loop system, might leave a learner with a sense of helplessness. Also, learners' chances of achieving their goals in school, like graduating, are diminished when they have trouble hearing (Easterbrooks & Lederberg, 2021). Noise pollution and the fallout from learners' inability to hear instructions are two of the biggest problems plaguing today's classrooms (for example, during exams and not stopping writing). Regarding the first concern, Nicholson and Tru (2019) listed the following as potential sources of background noise: air conditioners, open windows and doors, outside traffic noise, other learners' conversations, laboratory machinery, data projectors, and the effects of wind and other weather conditions on outdoor excursions. The educator's voice is often amplified using different equipment so that it may be heard over the din of the classroom, but studies show that eliminating that din is preferable (Nelson and Copper 2020). The acoustics of the big lecture halls that are customary at so many universities are usually very poor since the flooring and walls are made of cement.

These learners have a more difficult time comprehending speech in noisy environments and in places where sounds echo than do those with normal hearing. The high ceilings and rough walls of classrooms cause a phenomenon known as reverberation. Reflection of sound off of hard surfaces in a room makes it seem as if

the sound is still there after the original source has stopped making noise. The temporal characteristics of speech signals are 'smeared' by excessive reverberation. Reverberation makes it such that the sounds of speech overlap with one another, making it harder to distinguish between particular phonemes (Nicholson & Tru 2019). Crandell and Smaldino (2000), Alegre de la Rosa & Villar Angulo. (2021) found that for a person wearing a hearing aid to have an adequate listening experience, the reverberation time in the classroom must be less than 0.4 seconds, and the primary speech signal must be at least 15 decibels louder than any background noise when it reaches the listener's hearing aid microphone. In addition, the ambient noise level must be lower than 35–40 dB. The University of British Columbia conducted a study on speech intelligibility and concluded that only half of the 45 classes selected met the criteria for "excellent" (Ezard et al 2022). Nelson and Cooper (2020). Contention that eliminating sonic obstacles to communication would improve education for all learners is consistent with Universal Design for Learning (UDL). As far as could be determined, there are no corroborating investigations of this kind that have taken place in South Africa. The usage of auxiliary aids like FM equipment may sometimes be a difficult communication barrier in the classroom. Unfortunately, many teachers still lack familiarity with and training in the use of these tools. As such, it is essential that they get training in the use of various forms of assistive listening technology, such as induction loops, as part of their continuous education and development. In support of this claim is the fact that (Alegre de la Rosa, & Villar Angulo, 2021; Crandell & Smaldino, 2000).

2.5 Pedagogic Competence of Teachers in Teaching Learners with Hearing

Difficulties

Aslan (2018) defines pedagogic competence as "the ability of a teacher to manage the learning of learners." This includes the teacher's capacity to understand the learners, to design a learning experience for them, to put that experience into action, to assess the results of that experience, and to cultivate the learners' ability to realize their full potential (Aslan, 2018). According to Ecevit and Ozdemir (2020), teachers are the most important people in the classroom, and skilled teachers are crucial to the success of any program. Elhaj (2022), arguing that the effectiveness of educational programmes depends on whether or not teachers have the skills necessary to carry them out effectively. According to Karlidag et al. (2020), the effectiveness of teachers has a direct impact on learner outcomes. Competencies are defined as specific and self-evident attributes that teachers should have by Cooper and Weber (2020). Among a teacher's many skills is pedagogy, according to Cooper and Weber (2013). In this analysis, "pedagogical competences" of teachers mean different things depending on the context. In the classroom, for instance, using efficient teaching strategies would lead to the acquisition of new information and abilities, whereas using inefficient strategies would lead to poor academic results (Eraut, 2014). Learner-centered and teacher-centered approaches to education were defined by Cooper and Weber (2020). Teachers in Ghana have a strong grasp of their subject matter and methods, but they are unable to handle learners with hearing difficulties in mainstream classrooms. Cooper and Weber (2020) state that several studies have shown that learners with hearing difficulties are more engaged when the class is focused on them. In particular, learners with hearing difficulties are expected to benefit from this instructional approach (Finesilver et al., 2022). It has been shown by Coker (2018) that learners

who have trouble hearing are less likely to participate in class activities, have lower levels of self-efficacy, and have worse academic achievement. Even while most teachers in Ghana wanted to assist their learners with hearing issues, Read (2018) found that, they instead used teacher-centered teaching strategies that discouraged active lesson engagement on the part of learners. Coker (2018) demonstrates that the learning capacities of learners with hearing difficulties increase when they participate in learner-centered teaching approaches including demonstration and classroom discussions. Ball and Forzani (2015) found that learners with hearing difficulties performed better on tasks that required more hands-on participation, had direct relevance to the learners' future careers, and made the learners feel that their efforts were appreciated. In this way, learners with hearing difficulties are not only included in classroom activities but also empowered to solve issues on their own (Ambrose & Norman, 2010).

Learner-centered approaches to education emphasize learner-teacher interaction and group work, particularly in the form of classroom debate. In this manner, learners with hearing difficulties are able to retain more of what their teachers are imparting to them over the course of several lessons, which ultimately fosters greater levels of learner engagement, as well as increased levels of teacher satisfaction and productivity (Ambrose & Norman, 2010). Learner-centered teaching strategies were shown to have a favorable effect on the academic performance of learners with hearing difficulties by Dorsah (2021). For instance, Dorsah (2021) investigated the effects of learner-centered teaching on the academic performance of learners with hearing difficulties and found that such instruction improved learners' grades. Gardner et al. (2020) looked into the impact of learner-centered teaching on the academic achievement of learners with hearing difficulties in the subject of social studies and

discovered that this approach was both effective and beneficial. Learners with hearing showed improvements in critical thinking, happiness, academic achievement, dropout avoidance, self-esteem, and disruptive behavior when taught using a learner-centered method, according to research by Gardner et al. (2020).

Based on his research into how different teaching approaches affected the academic achievement of learners with hearing difficulties, Liu and Huang (2022), concluded that the learner-centered teaching approach was the most successful strategy. In addition, Liu and Huang (2022), found that learner-centered instruction benefited learners with hearing difficulties more than teacher-centered instruction. To ensure that learners are getting the most out of what they are being taught, a learner-centered approach emphasizes the explicit use of instructional techniques, which include encouraging learners to think more deeply, solve problems, analyze evidence, and form hypotheses. Adaptations to teaching methods that are part of a learner-centered approach include giving learners a greater voice in the classroom, seeing material creation as a means to an end rather than a goal in and of itself, and using evaluation to drive improvement in learner learning (Krahenbuhl, 2016). This highlights the fact that learners are actively engaged in the learning process rather than passively receiving information from the teacher when using a participatory method. Taking a learner-centered approach, as argued for by Goldhabet et al. (2017), allows learners more say in what they study and how they are taught. Ethically, this draws a line between this method and others that provide teachers broad discretion in the classroom but imposes steeper barriers to learning for learners of varying aptitudes. Challenges to successfully using a participative method in the classroom stem from factors such as the school's physical location and the surrounding community. Common obstacles to using this method include family and community contexts, as

well as the attitudes of both parents and learners (Krahenbuhl, 2016). Learners at far-flung schools in Ghana sometimes have to rely on incompetent teachers since teachers in those regions refuse to travel there.

2.6 Classroom Management of Learners with Hearing Difficulties

The phrase "classroom management" is used to refer to the teacher's overall responsibility for maintaining order and silence in the classroom (Soodak & McCarthy, 2013) observed that the classroom atmosphere a teacher cultivates has a direct impact on the success or failure of learners with learning disabilities. This means that effective classroom management entails creating a conducive atmosphere for learners to study. Teachers are better able to deal with learners when they have effective classroom management in place, which also enables them to take proactive actions to limit disruptions (Bennett & Smilanch, 2014). Everything from the classroom's physical look and setup to its daily routines and regulations, learner obligations to the teacher, learner relationships, disciplinary actions, and the teacher's outward show of personality is part of classroom management. Teacher competence in normal education settings necessitates, among other things, the ability to maintain order in the classroom. Classroom management skills revolve on being able to create a positive learning environment for learners by rearranging furniture and establishing routines that work for everyone (Cumming et al., 2020).

Skills in classroom management are crucial to the success of any educator. It has been shown beyond a reasonable doubt that mainstream teachers' ability to manage their classrooms is crucial to the success of inclusive education initiatives. It is crucial for learner achievement that inclusive classrooms be well-managed, with clear procedures and routines in place (Yasin et al., 2022). The emotional temperature of the classroom has a direct impact on whether or not learners comply with behavioural requirements,

offer answers, or take on more difficult tasks (Yasin, Mustafa & Bina 2022). High approbation relationships between learners and teachers are crucial to the development of a conducive learning environment free of emotional risk.

2.6.1 Significance of effective classroom management

Effective classroom management is worth investigating because it has a favorable influence on learner engagement, behavior, self-esteem, and learning (Burden, 2017). Effective learning settings need a number of factors, one of the most important and challenging being classroom management (Yap & Adorio, 2017). According to Burden (2017), learners with hearing difficulties have a stronger correlation between learning and classroom control, with the latter being seen as the most crucial factor. Bas (2015) echoed this sentiment, writing that learners thrive in an atmosphere where they feel accepted, protected, and supported. Barnett (2014) stated that learners with hearing difficulties are less likely to misbehave and more likely to learn when teachers use strong leadership and disciplinary procedures in the classroom. According to Porniadi (2019), learners' academic motivation, feelings of competence, and emotional well-being may all benefit from classrooms in which learners have a strong sense of belonging. As Porniadi added, a lack of belonging has been linked to bad academic results including absenteeism and withdrawal from school, whereas excellent classroom management presenting a well and strong feeling of belonging has been linked to a desire to study and an improvement in knowledge. Consequently, successful classroom management is seen as crucial for ensuring the safety and well-being of learners, facilitating their academic growth, and encouraging them to behave in a constructive manner (Porniadi, 2019).

2.6.2 Classroom management competencies for teachers of learners with hearing difficulties

All kids, with or without disabilities, benefit from a school setting that encourages the development of their talents and skills (Moores, 2016). Learning environments where all learners are valued and respected while receiving individualized attention are regular classes. Instead of treating everyone the same, we tailor our teaching to the unique requirements of each learner so that they may thrive academically and develop to their fullest potential (Moores, 2016). Teachers who are used to working in traditional schools may find it difficult to manage their learners' needs in an inclusive classroom when they have learners with hearing difficulties. Effective professional abilities are necessary for teachers to handle this kind of class. Brock (2011) argued that in order for teachers to successfully manage inclusive classrooms, they must possess the knowledge and abilities necessary to plan for topic covering while also accounting for disparities in learners by scope and sequencing. Moreover, Boutin (2014) added that some competencies needed by a teacher in inclusive classroom included the teacher's ability to take advantage of learners individual interest and use their internal motivation for developing needs; the teacher's ability to be flexible and develop a high tolerance for ambiguity; and the teacher's knowledge of instructional strategies and the ability to use them effectively. According to Aggarwal (2010), teachers need to be able to (i) plan an appropriate classroom physical environment, (ii) accommodate and adjust the learning environment, (iii) counsel learners with special needs while they are in class, (iv) provide a conducive classroom environment, (v) rearrange classroom seating, and (vi) set up a comfortable environment for learners with hearing difficulties. Hopkins (2017) argues that the physical features of the classroom have an equally significant impact on the social and emotional

development of learners who have difficulty hearing. The workstation setup, lighting, and temperature are all elements of the physical setting. Therefore, teachers need to be familiar with strategies for managing classrooms that accommodate learners with a wide variety of learning styles and requirements, as well as with current best practices for managing instruction and learner assistance. According to (Hopkins, 2017). Yekple et al (2011) outline following general guidelines for effective classroom management:

- Write directions in short sentence
- Use pictures or any concrete materials for visualization of abstract concepts
- Allow the child to sit at a place convenient for him or her to take advantage of visual and auditory cues from the teacher and the chalkboard
- Face the child when talking
- Demonstrate concepts practically.
- Facilitate speech reading by speaking naturally.

2.6.3 Teaching strategies

All learners may benefit from a variety of classroom teaching methods, but those with hearing difficulties can make particularly good use of certain specialized techniques (Ibodullayevna & Muzaffarovna, 2020). Learners who have hearing difficulties should be seated at the front of the classroom so that they have a clear view of the teacher. This is of utmost importance if the learner needs an interpreter, is lip-reading, relies heavily on visual signals, or is using a hearing aid with a restricted range.

Transmitter-receiver systems with a clip-on microphone are an option for those with hearing difficulties who need to improve their ability to hear in the classroom (Mafumbate, 2019). To accommodate a microphone, for instance, a lecture hall is not always need to be conducted in a different manner. If learners have questions during a

lecture or class, teachers may need to repeat them before responding. When lecturing to their learners at the chalkboard, teachers must remain silent. They should be aware that obstacles to lip-reading such as facial hair, hands, books, and microphones may make communication more challenging. Darkened classrooms are not conducive to learning for learners who rely on lip-reading (Zaidi, et al., 2019). The lighting in the classroom may need to be changed (Ibodullayevna & Muzaffarovna, 2020). If a sign language interpreter is used in the classroom, teachers must adhere to the guidelines for collaborating with interpreters. A learner who is observing a signer may find it challenging to take notes from an overhead or chalkboard at the same time. A sign language interpreter cannot interpret both your spoken words and any information shown on an overhead at the same time. Because of this, it's crucial that everyone have access to a comprehensive handout. All classes-including lectures, tutorials, and laboratories-need accompanying readings and exercises (Mafumbate, 2019). Not only should announcements about class time, activities, field work, and industry visits be made vocally, but they should also be made in writing. In Ghana, all learners, including those with hearing difficulties, have access to a class schedule with detailed information on the order of courses and the amount of time allotted for each. Teachers should either make it possible for learners to record classes or, at the very least, provide them with copies of the class notes (Paulus et al, 2019). If a learner has trouble getting their hands on knowledge in the conventional methods, they will benefit greatly from the adaptable nature of electronic media in the classroom. For learners who have hearing difficulties, the internet and other forms of modern technology may help them overcome numerous obstacles. Teachers have a responsibility to provide learners with a glossary of essential subject-specific jargon and technical words at the beginning of each unit (Burgstahler & Cory, 2008). Videos

and movies utilized should include captions if at all feasible. If this is not an option, the teacher will need to brainstorm other means through which learners with hearing difficulties may access the material. Teachers may better support learners' ability to lip-read in tutorials by seating them immediately across from them and making sure they have a clear view of the teacher and, if feasible, the other teachers as well. Make sure that only one person is talking at a time throughout the conversation (Sari, 2019). Learners who have difficulty hearing in class may find it more helpful to have another learner read their notes aloud, particularly if they also have trouble speaking. Loss of hearing may have a significant impact on one's linguistic ability. Learners who struggle with their hearing sometimes struggle with reading and language as well, especially those who were deaf as learners. So that learners who have hearing difficulties may get a head start on reading, teachers should provide reading lists well in advance of the start of the semester.

Reading lists should be adapted by teachers as needed, and teachers should be prepared to discuss and recommend essential reading. Permit learners to focus on a select few readings in-depth for assignments or evaluations rather than a general survey of several (Paulus, et al., 2019). Make sure that your learners are not too worried about failing, asking for help, finishing the course, or achieving their objectives. In big lecture halls or computer labs, where learners may have trouble hearing the demonstration or seeing the equipment, giving each learner an individual orientation may assist those with hearing difficulties feel more comfortable (Burgstahler, 2008). When pondering other evaluation strategies, fairness of opportunity, not certainty of result, should be the focus. Teachers are not obligated to decrease expectations for learners with disabilities, but they are supposed to provide these learners a fair chance to show what they've learned. Once the effects of the

handicap on learning are more clearly defined, new evaluation methods might be considered (Murphy et al., 2020). Test takers may need to use a thesaurus or dictionary if they have a little vocabulary. When learners have had to wait for recording material to be transcribed, it is important to be flexible with assignment due dates and provide them alternatives to assignments based on interviews or questionnaires (Banner & Wang, 2011). More time on exams is necessary, in particular for reading comprehension problems. Some learners will do better if they are given signed versions of the questions and directions (Naranjo, 2022).

2.6.4 Visual strategies and curriculum accommodations

All learners may benefit from a variety of classroom teaching methods, but those with hearing difficulties can make particularly good use of certain specialized techniques (Ibodullayevna & Muzaffarovna 2020). Learners who have trouble hearing should be seated at the front of the classroom so that they have a clear view of the presenter. This is of utmost importance if the learner needs an interpreter, is lip-reading, relies heavily on visual signals, or is using a hearing aid with a restricted range.

Transmitter-receiver systems with a clip-on microphone are an option for those with hearing difficulties who need to improve their ability to hear in the classroom (Akcakaya & Ergul 2022). To accommodate a microphone, for instance, a lecture hall is not always need to be conducted in a different manner. If learners have questions during a lecture or class, teachers may need to repeat them before responding. When lecturing to their learners at the chalkboard, teachers must remain silent. They should be aware that obstacles to lip-reading such as facial hair, hands, books, and microphones may make communication more challenging. Darkened classrooms are not conducive to learning for learners who rely on lip-reading (Brevik, 2019). The lighting in the classroom may need to be changed (Ibodullayevna & Muzaffarovna,

2020). If a sign language interpreter is used in the classroom, teachers must adhere to the guidelines for collaborating with interpreters. A learner who is observing a signer may find it challenging to take notes from an overhead or chalkboard at the same time. A sign language interpreter cannot interpret both your spoken words and any information shown on an overhead at the same time. Because of this, it's crucial that everyone have access to a comprehensive handout. All classes-including lectures, tutorials, and laboratories-need accompanying readings and exercises (Akcakaya & Ergul, 2022). Not only should announcements about class time, activities, field work, and industry visits be made vocally, but they should also be made in writing. In Ghana, all learners, including those with hearing difficulties, have access to a class schedule with detailed information on the order of courses and the amount of time allotted for each. Teachers should either make it possible for learners to record classes or, at the very least, provide them with copies of the class notes (Paulus et al., 2019). If a learner has trouble getting their hands on knowledge in the conventional methods, they will benefit greatly from the adaptable nature of electronic media in the classroom. For learners who have hearing difficulties, the internet and other forms of modern technology may help them overcome numerous obstacles. Teachers have a responsibility to provide learners with a glossary of essential subject-specific jargon and technical words at the beginning of each unit (Burgstahler & Cory, 2008). Videos and movies utilized should include captions if at all feasible. If this is not an option, the teacher will need to brainstorm other means through which learners with hearing difficulties may access the material. Teachers may better support learners' ability to lip-read in tutorials by seating them immediately across from them and making sure they have a clear view of the teacher and, if feasible, the other teachers as well. Make sure that only one person is talking at a time throughout the conversation (Doecke et

al., 2000). Learners who have difficulty hearing in class may find it more helpful to have another learner read their notes aloud, particularly if they also have trouble speaking, may have a significant impact on one's linguistic ability. Learners who struggle with their hearing sometimes struggle with reading and language as well, especially those who were deaf as learners. So that learners who have hearing difficulties may get a head start on reading, teachers should provide reading lists well in advance of the start of the semester.

Reading lists should be adapted by teachers as needed, and teachers should be prepared to discuss and recommend essential reading. Permit learners to focus on a select few readings in-depth for assignments or evaluations rather than a general survey of several (Paulus et al, 2019). Make sure that your learners are not too worried about failing, asking for help, finishing the course, or achieving their objectives. In big lecture halls or computer labs, where learners may have trouble hearing the demonstration or seeing the equipment, giving each learner an individual orientation may assist those with hearing difficulties feel more comfortable (Burgstahler & Cory 2008). When pondering other evaluation strategies, fairness of opportunity, not certainty of result, should be the focus. Teachers are not obligated to decrease expectations for learners with disabilities, but they are supposed to provide these learners a fair chance to show what they've learned. Once the effects of the handicap on learning are more clearly defined, new evaluation methods might be considered (Enns, 2021). Test takers may need to use a thesaurus or dictionary if they have a little vocabulary. When learners have had to wait for recording material to be transcribed, it is important to be flexible with assignment due dates and provide them alternatives to assignments based on interviews or questionnaires (Banner & Wang, 2011). More time on exams is necessary, in particular for reading comprehension

problems. Some learners will do better if they are given signed versions of the questions and directions (Brokop & Persall, 2009).

2.6.5 Regular evaluation of progress

Teachers need to keep a close eye on the development and comprehension of all learners, but those with specific needs need extra attention (Burgstahler & Cory 2008). Teachers should be understanding of learners' struggles with hearing and adhere strictly to their individualized education program (IEP) (Paulus et al., 2019). However, teachers are tasked with keeping tabs on how their learners are doing with daily tasks and assignments and soliciting learner input on any areas in which they may be struggling. Teachers should also stay in touch with parents and collaborate with other teachers to discuss best practices. Create a daily agenda or other method of tracking learner progress, attendance, and effort as needed in consultation with parents (Sari, 2019).

2.6.6 Peer tutoring and learners with hearing difficulties

To completely incorporate learners who are deaf or have hearing difficulties as active participants in peer tutoring, Herring-Harrison et al. (2007) outlined how to modify materials and training processes. Peer tutoring program teachers. One approach included making a cardholder for learners so that teachers may use both hands for sign language while still being able to display their cards in an upright position during lessons. The following methods were proposed by Mpofu and Maphalala (2017) for use while instructing learners with hearing difficulties:

Teaching strategies that include directing learners with hearing difficulties to sit at the front of the classroom. Some of the hearing difficulty learners who are taking these classes depend on lip-reading and other visual cues, so this is crucial for them.

Before responding to a learner's inquiry, teachers should consider repeating the question aloud to ensure comprehension.

Teachers must maintain silence while their backs are to the board. The presence of facial hair, hands, books, or a microphone might make it harder for lip-readers to understand what is being spoken. Lip-reading learners need light in order to learn.

The classroom's lighting may need to be changed. It's challenging for a learner to observe and teacher sign while simultaneously taking notes from an overhead or chalkboard. Also, he can't translate simultaneously. Therefore, it is essential that all material be made accessible in print form.

As a teacher, you know how important it is to have written resources to back up your lectures. Written notices should be sent for changes to class schedules, extracurricular events, including field trips or visits to local businesses. For learners who have trouble using conventional methods to acquire information, the adaptable nature of educational materials delivered through electronic media may be a great boon (Luft, 2022). Early access to glossaries that define the key concepts and terminology they'll need to know as the course progresses. Captions should be provided for any movies or films that are utilized. When this is not an option, teachers should think about how they can ensure learners with hearing difficulties still have access to course materials. To help learners who rely on lip reading, teachers should arrange classroom seating such that each learner faces the same direction and, ideally, sits in a hot-shoe arrangement so that everyone can see everyone else.

2.6.7 The universal design for learning in the education of persons with hearing difficulties

Learners who have hearing difficulties have significantly less or no hearing than their hearing classmates. The earlier some of these learners can start learning sign language, the better. Although some learners who have trouble hearing do best in a classroom with a heavy emphasis on sign language, others can be successfully educated in mainstream classrooms with accommodations (Caselli, et al., 2000). Some learners may have trouble hearing due to recurring ear infections that can be treated, while others may have permanent difficulty hearing; either way, they should be encouraged to take part in their classes even if they do not have access to hearing aids or other assistive technology.

The following methods, presented by Papalewis (2004), are designed to aid learners with and without hearing difficulties,

If they have trouble hearing, have a classmate take notes for them or explain things thoroughly to those sitting nearby. Place learners who have trouble hearing in front of the classroom, near the chalkboard or in the first few rows; when teaching, face your learners instead of the chalkboard. Create visual calendars to show how each day will go, be sure to look the person in the eye before you speak and change up your presentation of novel material by include images, graphs, and charts (p. 12). Kieran and Anderson (2019) defined Universal Design for Learning (UDL) as “the practice of making things and settings useable by the widest possible range of individuals with the least amount of modification or adaptation”. To be more specific, Universal Design for Learning (UDL) refers to the practice of creating educational materials and settings that are accessible to the widest possible audience without requiring any particular modifications. Similarly, Universal Design for Learning (UDL) is described

by Geesa, et al. (2020) as "a set of principles for curriculum creation that allow all persons equal opportunity to learn." The Universal Design for Learning (UDL) framework presents a set of principles that may be used to design lessons that are accessible to learners of all learning styles and backgrounds. Providing diverse forms of representation, action and expression, and participation are the three pillars around which UDL is founded.

Traditional education, as noted by Garwood, et al. (2021), is designed with the "average learner" in mind. People who don't fit the norm, whether they're very talented or have a physical impairment, are typically overlooked. UDL emphasizes differences rather than similarities. Flexibility in course objectives, delivery, content, and evaluation is praised. The time and money saved by adopting a UDL-based curriculum is well worth the effort.

Jones, et al. (2018) argued that every learner enters the classroom with a unique set of strengths, weaknesses, learning styles, and preferences. In place of a standardised curriculum in which all learners are expected to follow the same set of steps in order to reach the same learning outcomes, UDL provides learners with more freedom and choice. The Assistive Technology Act of 1998, (Caverly & Fitzgibbons, 2007) the Individuals with Disabilities Education Improvement Act of 2004, (Yell, et al., 2006); and the Higher Education Opportunity Act of 1998 (Madaus, et al., 2012), all include legislative requirements that promote the use of UDL in order to increase the learning of all learners. One of the most significant shifts one may encounter while using the UDL framework is the concept of becoming expert learners, as noted by Park, et al. (2014). As teachers, we want to make our learners become subject matter experts. Contrarily, proficient learners are not always well-versed in the subject matter. They

are well-versed in knowing their own learning styles, optimal learning environments, learning preferences, risk factors, team members, and times for assistance.

Numerous UDL priorities are deserving of second glance. For instance, UDL advocates bringing instruction to those "on the margins," or those learners and populations who fall outside the norms of what our current educational system is designed to serve. UDL emerged from efforts to welcome back into the classroom learners who had long been marginalized due to their disability. When we construct lessons with the goal of including as many learners as possible, we are "teaching to the margins" when we keep in mind which learners are facing the most challenges (Jones et al. 2019). UDL's ultimate objective is to produce learners who are not just capable of learning, but who are also highly motivated, resourceful, informed, strategic, and goal directed. Expert learners, as defined by Li (2021), are those who are self-aware enough to recognize their ignorance and are skilled at locating appropriate resources for further study. They know what they want out of life and can plot out a strategy to get there. They can see how their own determination, strategy utilization, learning preferences, and level of involvement contributed to their success or failure.

UDL encourages schools to plan ahead rather than react when working with learners who have special needs. Predicting the kind of learners you'll have in your courses, building in some wiggle room, and starting with a feedback loop are all important steps in this direction. As a teacher, you may avoid being caught off guard and forced to improvise answers to diversity issues by learning to recognize and adapt to them in advance (Li, 20121).

The importance of facilitating access to both the academic and broader communities has been widely explored. The Universal Design movement, which Jones et., al. (2019) say inspired UDL, aimed to ensure that all individuals, regardless of physical ability, had equal access to and utilised public spaces including lobbies, restrooms, and dining halls. The letter L was introduced to reflect the importance of inclusive design in the classroom. UDL examines learner access from the perspectives of classroom participation, learner interaction with knowledge representation, and learner expression. The UDL architecture is built upon a foundation of access. Furthermore, options should be made available for reaching the desired learning outcomes. So far as Borde et al. (2022) were concerned, UDL emphasizes the importance of designing for learner agency and customization of instructional approaches and materials. With a UDL-informed curriculum, the goals for learner growth are crystal clear and can be traced back to individual lessons. UDL gives more weight on preserving learning outcomes and programming choice and freedom to arrive to the goal in multiple ways than a modified curriculum, which might restrict or modify the outcomes entirely (Damiani, et al., 2021).

Explicitly addressing expectations and structure is a top goal of UDL, as stated by Borde, et al. (2022). Course structure, learning objectives, assignments, assessments, and examinations must be made clear, visible, and concrete if learners are to discover other paths to the same learning outcomes. Questions like "do you expect learners will find your course transformative?" may be answered using UDL's priority sorting. In other words, what are some tangible indicators of change? Do you hope that learners will be able to easily put what they learn into practice? How can you and the learners be sure of the status of the application at each stage? When we are specialists and have been teaching for a while, our knowledge becomes more implicit, as stated by

Damiani et al. (2021). Therefore, UDL promotes methods that illuminate such tacit knowledge and help shape instruction and assessment in such a way that standards are made crystal clear and can be easily implemented.

The use of a wide variety of assessment strategies is also encouraged in UDL. Regular, shifting, and low-stakes testing is key to the UDL architecture. By providing a formative evaluation of participation and previous knowledge, as advocated by UDL, teachers may assist learners better grasp the course's overarching objective structure. Learners benefit greatly from frequent, low-stakes assessment because it provides them with feedback on not only whether they are on track but also how they may be veering off course and what they can do to correct this. Learners benefit from frequent, diverse evaluation not just in terms of building a grade but also in terms of mapping and charting their path from beginning to end (Barteau, 2014). There is a core set of concepts that underpin UDL that apply across the board. Rebello (2021) stated that any product, service, or environment can be designed with the help of the seven principles of universal design established by the Center for Universal Design at North Carolina State. In accordance with the idea of equitable usage, the product must be usable and commercially viable for persons of varying skill levels. The UDL framework was created to ensure that persons with disabilities, such as hearing difficulties, may fully participate in educational settings. After that, there comes the concept of user-friendliness, which emphasizes making the design accessible to as many people as possible. It's like when you go to a museum and have the option to either read or listen to an explanation of the exhibits. Third, a design should be straightforward and intuitive so that it can be used by anybody, regardless of their background, education, language abilities, or ability to focus. Similarly, the concept of perceptible information successfully conveys information to the user independent of

the user's sensory ability or environmental circumstances (Damiani, et al., 2010). One might also bring up the notion of error tolerance, which works to lessen risks and negative outcomes brought on by mistakes. The UDL is effective, comfortable, and requires little to no physical effort thanks to the tolerance principle. Last but not least, there is the rule of working space and approachable size. With this UDL concept in mind, everyone, regardless of their size, posture, or mobility, is able to approach, grasp, manipulate, and utilize objects effectively Rebello (2021). Simply said, the concepts of UDL may be used in a wide variety of settings, items, and offerings, including educational settings, materials, and pedagogical approaches. Teaching and learning materials and activities may now be created in accordance with proven universal design principles, making it possible for learners with a broad range of backgrounds and skills to participate in and benefit from them. Flexible curricular materials and activities that provide options for learners with various abilities and that have these alternatives embedded into the instructional design and operational systems of educational materials are key to achieving UDL, as argued by (Hanesworth et al., 2019). To facilitate understanding, the UDL principles are grouped into three categories, as suggested by Fornauf and Ericson (2020). According to the Centre for Applied Special Technology (CAST) (2020) the first overarching premise is the use of many approaches simultaneously. CAST's first principle is designed to pique learners' curiosity and enthusiasm for learning, with the goal of producing more goal-oriented learners. Under this tenet of UDL, curriculum and teaching are encouraged to be designed with many modes of perception, language, expression, symbolism, and understanding. The notion of alternative representation is CAST's second overarching premise. The belief behind this idea is that providing material and information in a variety of formats increases the likelihood of learners

becoming self-directed, well-informed learners. This tenet of UDL encourages the creation of curricula and methods of education that give learners more control over their bodies, their expressions, and their mental processes. Teaching and learning benefit greatly from the notion of many modes of action and expression. CAST argues that UDL standards under this principle support the construction of curriculum and instruction that offers alternatives for recruiting interest, maintaining effort and perseverance, and self-regulation in order to help learners become strategic, goal-directed learners. The typical learner, like the average pilot, does not exist, hence Levey (2021) argues that neither learners nor teachers can be prepared for them. Each learner, like every fighter pilot, has their own set of talents and limitations as well as individual measurements (Damiani, et al., 2021). Damiani and colleagues (2021) argued that UDL makes it simpler for teachers to modify lessons for all learners, eliminating clear distinctions between special and regular education. Teachers cooperate to ensure that all learners can participate in class and learn from the material presented. Equally, Rebello (2021) argues that UDL enables teachers to create inclusive classrooms and lesson plans that meet the needs of all learners by focusing on three key areas: learner motivation and engagement, subject representation, and learner-generated demonstrations of understanding.

According to (Damiani, Elder & Oswago, 2021), a UDL classroom for a learner with hearing difficulties requires consideration of five key themes. In the first place, teachers who care about UDL should provide a variety of sitting options. Hearing difficulty learners are reliant on visual access to the complete classroom. Teachers should provide many seating arrangements so that all learners may choose a comfortable spot to learn. Second, there is a need for sourcing, producing, and deploying visual aids. Captions on videos and movies are one kind of visual

representation that has been proved to aid learners of all hearing levels. Last but not least, teachers need to let learners go to calmer areas, such as the corridor or another room, while they are working in small groups to improve their ability to communicate.

Background noise makes it much more challenging for hearing difficulty learners to participate in group discussions, as reported by Olsson, et al. (2021). Teachers should provide learners with many opportunities to engage with the topic, including face-to-face instruction, online resources, and a variety of media. In a similar vein, teachers must emphasize the repetition of vocabulary terms in Educator-led Roundtable Discussion digital discussion forms like as Taylor (2020) give backchannels and allow learners to engage in conversations on an equal and anonymous basis, and there have been many recent technological advancements that make these formats particularly attractive. Learners' worries are allayed, and those who have hearing difficulty may take part more readily.

The learners' ability to hear will not be compromised. Borde, et al. (2022) argues that teachers of learners with hearing disabilities should encourage a variety of methods, such as PowerPoint, Google Drawing, and video curation, for learners to demonstrate their understanding of the material. There is the possibility that using backchannels to ask questions and provide feedback is one of these.

UDL is a framework that helps teachers plan lessons that are accessible to all learners (Damiani, et al., 202). Rebello (2021) stated that UDL may aid teachers in planning for learners before they even know their identities. It comes with a lesson plan developed to help teachers connect with learners of varying skill levels with little further modification.

This lesson plan provides a comprehensive look at several UDL factors, and it may be more involved than some teachers are accustomed to. Teachers may get a useful framework for creating engaging classes using UDL. The process could be repeated weekly for a unit until the teacher is satisfied. Next, they can apply the method to other areas of study. Teachers won't need to constantly refer back to the lesson plan once they've mastered the technique. Every Learner Succeeds Act, a federal law passed in 2015, incorporates the UDL framework (Levey McFarland et al., 2019). The parallel viewpoint is that According to Levey (2021), UDL should be considered when designing classrooms because it removes barriers to reach all learners, boosts engagement, motivation, and retention, and guarantees that learners have access to the curriculum without the need for advocacy on their part. When using UDL, learners have the freedom to learn in whatever method best suits them. School materials offer the flexibility for teachers to tailor instruction for their diverse learner bodies.

2.7 Summary of Related Literature

Teachers of learners with hearing difficulties employ a wide variety of instructional tactics, communication abilities, pedagogical competencies, and classroom management skills, all of which are briefly summarized in this chapter. A tap on the shoulder or a wave may be used as a powerful technique to get the attention of learners who have trouble hearing before the teacher begins speaking. You should always face your conversational partner (try to avoid facing the chalkboard while speaking). The teacher should maintain a steady, even pace of speech without increasing or decreasing the loudness or the frequency of his or her lip movements. It's also important not to stand directly in front of a window or other backlit surface since this might make it challenging to read the other person's lips. The effect of hearing difficulties varies on the kind, amount and time of the hearing difficulties.

The natural deterioration of hearing that comes with age or genetic predisposition will affect the hearing of certain learners. Others may have lifelong hearing difficulties from exposure to industrial noise, or they may suffer from tinnitus, a disorder characterized by a high-pitched ringing in the ear. Some people's hearing will have improved, albeit not been fully recovered. Disabled learners may have trouble hearing at specific sound frequencies or in noisy environments. Preferential seating or wireless assistive listening devices are only two examples of the range of possible classroom accommodations (Burgstahler & Moore 2009). There are a variety of ways in which a learner's ability to study might be hindered by hearing difficulties. If their vocabulary is little, for instance, that might have an effect on how well they read. It may be challenging for learners with hearing difficulties, who are often visual learners, to thrive in classrooms where so much crucial information is conveyed only via spoken means (Oyedokun et al, 2018). Learners who have trouble hearing may benefit from using FM systems or other forms of assistive technology in the classroom. Regrettably, the King George IX memorial in Zimbabwe does not stock many of these hearing aids. In terms of timeliness, the consequences of hearing difficulties are undeniable. Learners who require transcripts of audio recordings often have to wait a long time for them to be completed. As a consequence, kids risk falling behind their classmates and experiencing a drop in both confidence and self-esteem. Learners who have trouble hearing may feel alienated from their peers. Having little opportunities to connect with others and build relationships with other learners might have a negative effect on learning. Tutorials may have low levels of participation and engagement. Learners who struggle to hear the ebb and flow of fast speech will fall behind. In the long run, a learner's confidence, self-esteem, and attitude to learning may all be negatively impacted by the emotional baggage they carry from prior

learning failures and other "put-downs" if they have hearing difficulty. Many learners with hearing difficulties who enter college directly from high school are unprepared for the less-structured, less-supportive learning environment of higher education and may be reluctant to take advantage of its many opportunities for growth. Learners with speech difficulties may be less likely to participate in tutorials due to performance anxiety.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was employed to collect data in addressing the research questions. The chapter also includes an overview of the research approach to the study, the study design, population and sample sizes, procedures for data collection and analysis and ethical considerations.

3.2 Research Approach

This research was conducted using a qualitative method. It was decided to use this strategy in order to provide interviewees involved in the study a chance to have their thoughts, experiences, and opinions represented (Lee, 2018). As a second point, the method is concerned with human experience when it comes to measuring or quantifying results, which is in line with the social constructionist stance. The research is qualitative in nature, with the goal of analyzing learners' experiences with both group and individual teachers (Creswell & Creswell 2018). Furthermore, the qualitative method assisted in critically observing, interpreting, and collecting data about occurrences by making inferences or evaluating the fit between data and certain abstract patterns as prescribed by Blaikie (2013). Like Lee (2018), Blaikie argues that the qualitative research technique seeks to provide detailed descriptions of what it observes based on first-hand experiences.

To sum up, Creswell (2013) insists that qualitative researchers should not push their view on the interviewees but rather seek to understand their perspective on the social environment. Creswell argues that this feature of qualitative studies encourages in-

depth comprehension of life by analyzing the interpretations that research interviewees attribute to their surroundings.

3.3 Research Design

The case study research design was adopted for the study. This was occasioned by the fact that case studies explore a phenomenon bound by time and collects detailed information and may use data collection procedures during a sustained period of time (Creswell, 2014). As a result, the case study allowed for in-depth exploration of teachers' competences required to teach learners with hearing difficulties.

According to Babbie (2015), the case study methodology is timely since it analyzes current phenomena in a real-world setting and necessitates the collecting of extremely substantial data to generate an in-depth knowledge of the item being examined. In view of this the use of the case study design helped to examine the naturalistic settings of the research site that further helped to discover the phenomenon being investigated. The case study also helped to investigate teachers' competencies in teaching learners with hearing difficulties in Sekyere South District of Ghana.

3.4 Population

The target population for the study was drawn from six (6) basic schools in the Sekyere South District. The population was made up of 30 teachers (18 males and 12 females). Table 3.1 shows the entire population. The population was chosen because most of the learners with hearing difficulties were identified in these basic schools and they could provide the researcher the need information.

Table 3.1: The Population of the Teachers

Schools	Population	Male	Female
Agona Jubilee Primary	5	3	2
Taabre Experimental Primary/JHS	6	3	3
Boanim R/C Primary	5	4	1
Wiamoase Presbyterian JHS	8	5	3
Jamasi R/C Primary	6	3	3
Total	30	18	12

Source: Field data, 2022

3.5 Sample Size

The sample size for the study was 16 teachers, comprising 10 males and 6 females. The selection of the sample size was based on Bell et al, (2022) assertion that, a sample of 6-16 teachers for qualitative case studies may be enough to enable development of meaningful themes and useful interpretations especially for studies with a high level of homogeneity among the populations. The Teachers were sampled from the Basic level precisely basic 4, 5, 6, 7 and 9 given that only those classes had learners with hearing difficulties.

Table 3.2: Sample Size of the Teachers

Schools	Sample Population	Male (%)	Female (%)
Agona Jubilee Primary	3	2(66.6%)	1(33.3%)
Taabre Experimental JHS	2	0(00%)	2(100%)
Boanim R/C Primary	4	3(75%)	1(25%)
Wiamoase Presbyterian JHS	3	1(33.3%)	2(66.6%)
Jamasi R/C Primary	4	2(50%)	2(50%)
Total	16	8(50%)	8(50%)

Source: Field data, 2022

3.5 Sampling Technique

Purposive sampling technique was used to select 16 teachers for the study. Avoke (2005) described purposive sampling technique as a technique in which researchers use their judgment to select a sample that they believe, based on prior information, will provide the data they need. Creswell (2005) added that purposive sampling techniques are more suitable for studies located within the qualitative framework than studies that fall within the quantitative framework. Purposive sampling, as Creswell explained further, lets researchers zero in on a narrow set of viewpoints they want to investigate before setting out to find research teachers who can provide data from a wide variety of views.

3.6 Instruments

The one-on-one interview approach was used in collecting data for the study. The approach helped the researcher to conduct intensive individual interviews with the teachers to explore their views on the competencies in teaching learners with hearing difficulties. The teachers were asked to share their experiences related to the research questions. The interviews offered a more complete picture of the teacher competencies in teaching learners with difficulties at the research site. Additionally, it provided the opportunity for in-depth views which gave more detailed information for the research given that the approach provided a more relaxed atmosphere for data collection.

The interview questions were based on questions listed in the interview guide (See Appendix A), which provided flexibility and range, allowing teachers the freedom to elaborate on the subject matter more comfortably in their respective schools. The responses were manually collected through note taking after consent was sought from the Teachers. Each interview session lasted between 30 and 50 minutes.

3.7 Pre-test

A pre-test was conducted at the State Experimental Primary School in the Kumasi Metropolitan Assembly with 10 teachers. The pre-test helped the researcher to remove ambiguities, and unnecessary questions from the research instrument. The pre-test data were collected by the researcher. The researcher asked the teachers to reflect on the interview process and indicate any points for discussion. The experience of the pre-test provided experiences in facilitating interviews and an opportunity to engage in critical reflection with regards to the interview schedule. The pre-test also gave a fair idea of the responses to be obtained from the field.

3.8 Trustworthiness

Interview guidelines were designed around the research questions under my advisor's watchful eye to guarantee the accuracy of our findings. To maintain the highest levels of credibility in qualitative studies, there must be a system of checks and balances in place. Trustworthiness and credibility are often used in qualitative research in place of validity and reliability. Data collected and analyzed methodically with the intent of providing the most precise description or explanation of a phenomenon is more likely to be believed. The reliability of the findings was ensured by building the interview guides around the study questions under the watchful eye of the supervisor.

3.9 Authenticity

I made certain that the participants' responses were recorded directly to guarantee the reliability of the findings. In-depth interviews with research participants are more likely to accurately reflect the reality of life experiences if they are conducted in natural settings rather than in a laboratory, according to the literature supporting the strength and believability of qualitative research, including transferability (the ability of other researchers to apply the findings in their own work).

3.10 Credibility

The researcher utilized member checking to verify the accuracy of the information. Teachers were given access to interview transcripts and themes discovered during data analysis as part of a "member checking" procedure to allow for their input on the accuracy of the findings. According to Macmillan and Schumacher (2001), in-depth interviews with teachers are more precisely reflective of actual experiences when performed in natural settings rather than laboratory settings. The researcher took great effort to guarantee that the present study's results were shaped by respondents, not the researcher's prejudice or interests, so as to maintain the study's credibility.

3.11 Dependability

Dependability criterion can be met through inquiry auditing in which another researcher examines both the product and process of the research to attest to the quality and appropriateness of the inquiry. Dependability audits are possible if the investigator provides a detailed description of how data were collected, how categories were derived, and how decisions were made throughout the inquiry. To ensure dependability, the researcher offered a detailed account of the research process. Again, an inquiry audit was carried out by the researcher's advisor resulting in subsequent clarifications being added to the report.

3.12 Procedure for Data Collection

The researcher sought permission from heads of the various schools whose teachers participated in the study, with an introductory letter from the Department of Special Education, University of Education, Winneba (UEW). The researcher personally visited the schools in advance to familiarize herself with the school environment and to introduce the purpose and nature of the study to the school authorities. The researcher scheduled the appropriate appointments with the schools' authorities taking

into consideration the school schedules. The most appropriate times were fixed to conduct the interviews. The researcher conducted the face-to-face interviews by using guiding and prompting questions in varied natural settings of the teachers, which, in this instance, were in the headmistress's office, under a shady tree on the school compound, or in the classroom. The interview sessions were conducted within a period of three weeks and each interview session lasted between 30 to 50 minutes. The teachers were allowed to express their feelings and experiences without undue pressure on them. Each interview was conducted using English language and recorded with an Infinix S5 light audio device, which was later translated into Microsoft Word by cross-checking with separate transcription by the researcher. The data were collected between 15th November and 8th December, 2021.

3.13 Procedures for Data Analysis

The researcher transcribed the interview data to form the material for the analysis. Following this, the researcher made the coded data available to the teachers to cross-check and ensure that the information was consistent with what they provided during the interviews (member checking). Following that, the researcher browsed through the transcripts carefully and made notes of her first impressions and then read through the transcripts one by one, line by line, and labelled relevant pieces words, phrases and sentences that were relevant. Finally, the researcher coded the data (coding or indexing) to identify the different themes and the relationships between them. According to Creswell (2013), a manual analysis is conducted on interview texts, in order to look for groupings of behaviours. Undertaking a manual thematic analysis depends on compassion towards connections in a text. Creswell further indicated that a manual look for statements is more sensitive to themes and connections between teachers' beliefs. In this study, therefore, the data were analyzed based on themes.

3.14 Ethical Considerations

When working with human participants in research, it is crucial to consider ethical issues. According to Bell, et al. (2022), ethics is defined as "a question of principled sensitivity to the rights of others," and although truth is admirable, respect for human dignity is superior. All necessary ethical guidelines were adhered to at all times throughout this study. Teachers were given the option to engage willingly and to stop at any time if they changed their minds. The identity and confidentiality of the teachers' replies were protected. Furthermore, secrecy and anonymity were promised to all teachers. Again, no identifying details about the teachers were provided. Also, the acquired information was not utilized for other than what was explicitly mentioned in the study's aims.



CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the demographic characteristics of the teachers and the data that emerged from themes generated from the research questions that guided the study.

4.2 Analysis of Demographic Characteristics of Teachers

An analysis of the demographic characteristics of teachers (Table 3.2) shows that there were 8 (50%) male teachers and 8 (50%) female teachers. Table 4.1 shows the work experiences of the teachers. The data show that 2 (12.5%) the teachers had work experience of 1-5 years; 6 (37.5%) had worked for between 6-10 years; 5 (31.3%) teachers had work experience of 10-15 years; and 3 (18.8%) of the teachers had worked for 16-20 years.

Table 4.2 shows the range of teachers. The data shows that 3 (18.8%) teachers were aged 30-35 years, 5 (31.3%) were aged between 36 and 40 years; 4 (25%) were aged 41-45 years and 4 (25%) were aged 46 – 50 years.

Table 4.3 shows the educational level of the teachers. The data shows that 5 (31.5%) had a Diploma in Education, 6 (37.5%) Teachers had a Bachelor of Education (B.Ed.) degree and 5 (31.3%). The teachers had a master's degree.

Table 4.1: Work Experience of Teachers

Work Experience	Total	(%)
1-5 years	2	12.5
6-10 years	6	37.5
10-15 years	5	31.3
16-20 years	3	18.8

Source: Field data, 2022

Table 4.2: Age Range of Teachers

Age	Total	%
30-35	3	18.8
36-40	5	31.3
41-45	4	25
46-50	4	25

Source: Field data, 2022

Table 4.3: Educational Level of Teachers

Level	Total	%
Diploma	5	31.3%
Bed	6	37.5%
MEd/MSc/MPhil	5	31.3%

Source: Field data, 2022

Research Questions:

The following research questions guided the study:

Research Question One: What instructional strategies do the teachers use in teaching learners with hearing difficulties in Sekyere South District, Ghana?

Research question 1 was meant to determine the instructional strategies the teachers use in teaching learners with hearing difficulties.

The researcher generated three (3) themes in order to present the data. The themes were:

Theme 1: Teachers' understanding of "Instructional strategies

Theme 2: Instructional strategies frequently used

Theme 3: Instructional strategies that improve academic performance

Theme 1: Teachers' understanding of "Instructional strategies"

Three of the participants indicated that instructional strategies were the techniques, methods or measures that they used in the classroom to ensure effective teaching and learning. Some of the teachers' responses are summarized as follows:

"Oh ok! It is the way in which lessons are delivered to the learners in the classroom. That is what we mean by instructional strategy" (Teacher A).

"Well I think they are all the measures you employ during your teaching to make your learners understand what you want to put across" (Teacher B).

"Instructional strategies are methods and techniques employed in the classroom to ensure effective teaching and learning" (Teacher C).

The teachers further claimed that instructional strategies motivate learners and help them focus, organize class, and in real-life situations. The teachers also reported that instructional strategies offer an opportunity for learners to demonstrate their knowledge and make corrections on their own when needed. Additionally, the teachers indicated that, in modern classrooms, learning is a cooperative process which includes social interaction. They further claimed that small group of learners in a study increase their knowledge in learning.

Theme 2: Instructional strategies frequently used

This theme focused on the instructional strategies that teachers frequently used during teaching. Four of the teachers stated that, the strategies they frequently used included learning in small (co-operative learning), connecting information to be learned with information that learners already know (elaboration strategy) and, the creation of a

conducive learning environment where the main strategies that they often used. The following are examples of the teachers responses:

“I think without the cooperation learners cannot succeed in their learning effectively, because I believe the cooperativeness of learners in classroom improve the learners understanding” (Teacher C).

“I think when the learners support each other in their learning in small groups, the learners work together to increase each learner as well as, group member learning abilities” (Teacher D).

“I think teacher competent in making the learners work in small groups help each learner in the mastering academic content” (Teacher E)

“I think teacher ability in creating learning environment that support the learners in pair or group work will not only improve the learners academic performance, but also enhance the learners cooperative skills”. (Teacher G)

Theme 3: Instructional strategies that improve academic performance

Under theme three which sought to identify the strategies that improved academic performance of learners with hearing difficulty, the teachers identified the following:

- Instructional strategies that connect information learned with those that learners already know (Elaboration)
- Teacher Motivation strategies

Instructional Strategies that connect information learned with those that learners already know (Elaboration)

Three of the teachers indicated that the teaching strategies that connect information to be learned with information that learners already know improve the learners' academic performance because connections create efficiency of learning.

The teachers indicated that

I think it will be effective for learners with hearing difficulties to improve upon their academic performance as it will be potential for the learners to make the new material more memorable and meaningful (Teacher F).

I think the learning process by which the learner builds an internal connection between what is being learned and previous knowledge will help enhance the learners experiencing hearing difficulties academic performance” (Teacher G).

“I think teachers ability in explaining about the way their new teaching or new concepts relates to the learners prior knowledge, the stronger the learners will grasp of the new learning will be, and the more connections will help the teacher create that atmosphere to help learners remember it later” (Teacher A).

Teacher Motivational Strategies

Three of the teachers indicated that the learner's motivation is mostly regarded as a central condition for successful learning. They further emphasized that teachers' motivational strategies will have an impact on learners' learning motivation.

The teachers responses are as follows:

“I think when learners are in autonomy supportive classrooms it will engage the learners in activities as a part of self-development, learning” (Teacher C).

“I think that self-sufficiency supportive teachers attempt to respond to the learners’ autonomy, competence, and relatedness that motivate the learners to improve upon their studies” (Teacher G).

“I am with the hope that when teachers consider the learners with hearing difficulties point of view when planning and preparing lessons, allowing learners to express their negative feelings and providing constant feedback to learners will motivate such learners to improve upon their studies” (Teacher H).

Research Question Two: What communication skills are required by teachers of learners with hearing difficulties in Sekyere South District, Ghana?

Research question two was meant to determine the communication skills the teachers need in teaching learners with hearing difficulties. Two themes were generated for the research question namely; (1) Clear and accessible communication, (2) Total Communication.

Clear and accessible communication

With this theme, two of the teachers indicated that teachers’ communicative skills are a factor in teaching strategies supporting motivation of learners to learn effectively. They noted that learners with hearing difficulties need clear and accessible communication for successful learning and working relationships and to improve their social interaction.

The teachers stated that

“I think teachers are not supposed to speak when facing the blackboard. The teachers should be aware that moustaches, beards, hands, books or microphones in front of their faces can add to the difficulties of lip-readers” (Teacher H).

“I think there the need to provide written materials to supplement all lectures. I believe that teachers can effectively use sign language with hearing difficulties learners to communicate using manual symbol to represent ideas and concept” (Teacher B).

Total communication

Four of the teachers explained that teachers need total communication skills to teach the learners with hearing difficulties. The teachers stated as follows:

“I think both teacher and the learners with hearing difficulties should use all available forms of communication to communicate. This should continue to be the goal of every teacher for every hearing difficulty child” (Teacher E).

“I think total communication will make the learners experiencing hearing difficulties experience the opportunity to understand what they are being taught through speech or signs, gestures or lip reading, facial expression and body movement among others” (Teacher I).

“I think the communication technique that makes teachers use speech, finger spelling and signs will help the learners experiencing hearing difficulties to improve upon their studies” (Teacher K).

“I hope the teacher using total communication will provide several opportunities for learners with hearing difficulties to learn to communicate and use speech as aid for social interaction. I further believe that total communication

approach will strengthen and enhances communication skills learners experiencing hearing difficulties need to function in general classroom” (Teacher K)

Research Question Three: Which pedagogical competencies are required by teachers to teach learners with hearing difficulties in Sekyere South District?

The teachers emphasized that how teachers teach is relevant as it impacts on the learners learning behaviours. They further asserted that pedagogy requires meaningful classroom interactions between teachers and learners in order to help learners build on prior learning and develop skills and attitudes. They added that how they teach can improve the quality of their teaching as well as the way learners learn, thus, helping the learners gain a deeper understanding of the subject taught. The following themes emerged; namely (a) Differentiated pedagogy, and (b) Constructive pedagogy.

Nine of the teachers indicated that, for teachers to teach learners experiencing hearing difficulties, differentiated instructional pedagogy serves to allow them (teachers) to take diverse learners’ factors into account when planning and delivering instruction. They further indicated that teachers could structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom to enhance the learner’s academic capabilities.

The teachers stated as follows:

“I hope that the learners will academically improve when the teachers anticipates the differences in learners' readiness, interests and creates different learning paths so that learners have the opportunity to learn as much as they can as deeply as they can” (Teacher K).

“I think that the classroom practice with a balanced emphasis on individual learners and learning behaviours will make the

learner with hearing difficulties improve upon their learning abilities” (Teacher J).

“It is obvious that learners differ as learners in terms of hearing and non-hearing, interests, readiness to learn and self-awareness as a learner. Teaching strategy teachers adopt to attend to each learner will enhance the learners academic performance” (Teacher I).

“I think teachers using pedagogy that is learner-aware teaching which recognizes and teaches according to learner differences will benefit the learners academically” (Teacher C).

“I think if teachers employ pedagogical that ensures every single learner’s learning is aligned with the learner’s readiness level, interests, and preferred mode of learning, it will improve the learners academic abilities” (Teacher M).

“I think learners experiencing hearing difficulties will improve upon their academic performance when teachers advocate a participatory approach in which learners actively participate in the learning process” (Teacher A).

“I believe learners will learn better if the learners knowledge is actively constructed by the learner and not passively received from the teacher” (Teacher B).

“I think in pedagogical strategy that make teachers employ learner-dominated teaching where teachers function as facilitators, will benefit the teachers to improve upon their learning abilities” (Teacher C).

“The pedagogical strategy that encourage learner-to-learner interactions in classroom situation will enhance the learner’s academic performance” (Teacher G).

Research Question Four: What classroom management strategies do teachers use in teaching learners with hearing difficulties in Sekyere South District, Ghana?

This research question was meant to identify the classroom management strategies required of teachers in teaching learners experiencing hearing difficulties. The teachers reported that classroom management strategies are required for teachers to succeed in teaching and learning situations. They further claimed that classroom management creates comfort of classroom atmosphere as a place where teaching and learning activities run effectively.

With the question of classroom management strategies that the teachers used in teaching learners experiencing hearing difficulties, the following themes emerged: (a) Seating arrangement, and (b) Positive teacher-child relationship.

Seating arrangement

When the teachers were asked to address the question of classroom management strategies they required in teaching learners experiencing hearing difficulties, the theme or the construct of seating arrangement emerged. With seating arrangement, the teachers meant a plan that shows where learners should sit. Five of the teachers commented that

“I think the learners experiencing hearing difficulties should sit in the position in the classroom where they face the teachers in order to participate in class discussions” (Teacher D).

“Teachers should make sure that learners with hearing difficulties should sit in a clear and visible where the sound of the teacher voice is least obstructed” (Teacher A).

“I think teachers should be rooted with classroom seating arrangement with learners experiencing hearing difficulties as

it can impact how teachers communicate with the learners”(Teacher K).

“Teachers should gain competence in managing classroom exhibiting seating arrangement as it will promote learners learning, because the teacher can keep an eye on such learners when teaching” (Teacher B).

“Teachers should be conversant and competent in seating arrangement, because it has the potential to help prevent problem behaviours that decrease learner attention and decline the learners academic performance” (Teacher C).

Positive teacher-child relationship

In an attempt to respond to the question on the classroom management strategies the teachers use in teaching learners with hearing difficulties, the theme “*Positive teacher-child relationship*” emerged. Four (4) of the teachers asserted that the heart of effective behaviour management is building positive relationships with learners. This to the Teachers allows the teacher to connect to the learners forming a strong foundation from which behavioural change can take place. The teachers mentioned that:

“I see that the classroom is more than just an academic setting; it also involves humanistic values to learn about life, therefore teachers building good relationship with the learners will motivate the learners to learn” (Teacher H).

“I think teachers should build positive teacher-learner relationship, because it is open communication as well as academic support that enhance learners learning abilities” (Teacher L).

“I think teachers ability to build good relationship with the learners that characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care and

*cooperation will improve the learners learning capabilities”
(Teacher E).*

*“Learners who have positive relationships with their teachers
feel motivated to learn and supported. Such learners are more
engaged when they have a supportive relationship with the
teacher; they tend to study harder” (Teacher C).*



CHAPTER FIVE

DISCUSSIONS OF FINDINGS

5.1 Introduction

This chapter presents the discussion of findings that emerged from the analyzed data. The discussions are based on the research questions that were raised to direct the study.

5.2 Research Question One: What instructional strategies do the teachers use in teaching learners with hearing difficulties?

Research question one examined the instructional strategies teachers use in teaching learners with hearing difficulties. The findings indicated that instructional strategies are the techniques, methods or measures that are used or taken in the classroom by the teacher to ensure effective teaching and learning takes place.

Again, the findings indicated that instructional strategies motivate learners and help them focus attention, organize information for understanding and remembering and also, monitor and assess learning. Also, it was revealed that instructional strategies offer an opportunity for learners to demonstrate their knowledge and make corrections on their own when needed. The results further indicated that in modern classrooms, learning is a cooperative process which includes social interaction.

These findings are in line with those of Saker and Ouldmahammed (2018) who observed that cooperative strategies have significant effects on learners' performance and attitudes towards learning and those of Dallmer (2017) who asserted that cooperative strategy is a pedagogical technique that makes learners work together in small and mixed groups on a structured learning task with the aim of maximizing each other's learning. Similarly, the findings are consistent with that of Hanze and Berger

(2017) who noted that, a cooperative teaching strategy helps to raise academic achievement of learners, build positive relationship and, provide experiences that develop both good learning and social skills.

The results corroborate the findings of Keramati (2015), who found that using a cooperative learning approach led to improved learner outcomes like higher grades, greater retention, stronger friendships and higher levels of confidence in oneself and others, and more positive views of and respect for the classroom teachers. Al- Deeb (2014) observation that instructional practices that encourage learners' active engagement and interaction greatly aid learners' learning and remove feelings of inferiority provides more support for the results.

The findings also showed that learners' academic performance improved when teachers made links between new and previously acquired knowledge. That's in keeping with what Johnsey and Ross (2012) found, too, when they looked at how elaboration as a teaching method aids retention by encouraging learners to forge personal connections between concepts. These results corroborate the findings of Mayer (2010), who found that teaching through elaboration encouraged learners to draw connections between previously learned material and new information. These results are consistent with those found by Slavin (2016), who argued that a key reason why learners do well when using a learner-generated method like elaboration in the classroom is that such approaches capitalize on learners' existing knowledge. Teachers need to take into account the various learning styles represented in their classrooms while designing lessons. In order to guarantee that the educational requirements of all learners are addressed, it is crucial that teachers have access to a variety of instructional approaches that allow them to present the same subject in a variety of formats (Luckner, 2016).

However, the research showed that learner motivation is often considered a necessary factor for effective learning. That is, learners' education would benefit from teachers' use of motivating techniques. These results are consistent with those found by Erdil et al., (2020), who found that learners were more motivated to study when their teachers provided a vibrant and pleasurable learning environment, presented assignments in a manner that inspired them to succeed, and encouraged them to work together. The finding also supports that of Atkinson and Delamont (2017), who found that, teacher's engagement in the teaching and learning process serves as motivating factor that motivate learners to learn, engaging teachers did much to motivate their learners and little that might undermine academic motivation. This finding is further supported by Anderman and Anderman (2010) who found that, teachers providing learners with encouragement and showing enthusiasm for the subject positively contributed to learners' learning motivation and enjoyment in overall learning. This finding concurred with that of Brophy (2010), who noted that teacher motivational teaching strategy of providing learners with repetitive, but varied practice, enabled learners to gain significant improvement with their learning. Again, this finding supports that of Dornyei and Muir (2019), who noted that, teachers' motivational practice relates to learners' motivated learning behaviour in that teacher motivational strategies enhance learner-teacher interactions in classrooms that has an impact on learners' expectancies about their future success.

5.3 Research Question Two: What communication skills are required by teachers of learners with hearing difficulties in Sekyere South District?

The findings on the communication skills required by teachers in teaching learners with hearing difficulties indicated that teachers' communicative skills are a major factor in teaching strategies supporting motivation to learn effectively. It was revealed

that learners with hearing difficulties need clear and accessible communication for successful learning and working relationships and to improve their social interaction.

This finding supports that of Ademokoya (2017) who noted that, total communication includes the use of oral and manual communication methods such as gestures and signing skills, thus increasing the learners' ability to develop speech capability. Moreover, the finding was in line with that of Edwama (2013) who indicated that, the use of total communication aims at assisting the learners experiencing hearing difficulties in communicating with their teachers and the hearing counter parts.

The finding further corroborates that of Raga (2014) who indicated that, total communication is very vital in attaining high level academic achievement among learners experiencing hearing difficulties. Raga (2014) added that total communication also improves social, psychological, and educational achievement of learners with hearing difficulties. The finding further supports that of Ademokoya (2017) who stated that, the use of total communication teaching helps learners experiencing hearing difficulties to improve their social interaction ability, especially in the aspect of communication.

Again, the finding is in line with that of McFadden (2015) who said that total communication aspect of the use of picture improves learners experiencing hearing difficulties academic performance. Skills in classroom management are crucial to the success of any educator. It has been shown beyond a reasonable doubt that mainstream teachers' ability to manage their classrooms is crucial to the success of inclusive education initiatives. It is crucial for learner achievement that inclusive classrooms be well-managed, with clear procedures and routines in place (Yasin et al., 2022). The emotional temperature of the classroom has a direct impact on whether or

not learners comply with behavioral requirements, offer answers, or take on more difficult tasks (Yasin, et al., 2022). High approbation relationships between learners and teachers are crucial to the development of a conducive learning environment free of emotional risk.

5.4 Research Question Three: Which pedagogical competencies are required by teachers to teach learners with hearing difficulties in Sekyere South District?

The findings on the pedagogical competencies required by teachers to teach learners with hearing difficulties indicated that how teachers teach is relevant as it impacts on the learners' learning behaviors. It was further revealed that pedagogy requires meaningful classroom interactions between teachers and learners in order to help learners build on prior learning and develop skills and attitudes.

Read (2018) found that they instead used teacher-centered teaching strategies that discouraged active lesson engagement on the part of learners. Coker (2018) demonstrated that the learning capacities of learners with hearing difficulties increase when they participate in learner-centered teaching approaches including demonstration and classroom discussions. Ball and Forzani (2015) found that, learners with hearing difficulties performed better on tasks that required more hands-on participation, had direct relevance to the learners' future careers, and made the learners feel that their efforts were appreciated. In this way, learners with hearing difficulties are not only included in classroom activities but also empowered to solve issues on their own (Ambrose & Norman, 2010).

These findings reinforced conclusions by Cooper (2016), who stated that the differentiated instruction approach is successful particularly in reading, writing, and teaching mathematics. This finding also supports that of Conklin (2017), who

indicated that, differentiated instruction approach helps learners experiencing hearing difficulties in the development of language skills. This finding further corroborates that of Chapman, Foley et al. (2021), who stated that, in the class where differentiated instruction is applied, learners develop their reading and comprehension skills appropriate for their own learning features. Again, the finding supports that of Benjamin and Kline (2019), who indicated that it is stated that the differentiated instruction has important effect on learner success.

Again, the findings indicated that teachers embarked on teaching based on the belief that learning occurs as learners are actively involved the learners' performance improves. Also, teachers build upon the knowledge that learners already have to enhance their academic performance. This finding is in line with that of Anderson (2020) who noted that, constructivism in classroom teaching in basic education states that learners are the subject in teaching in that, teachers offer more care for learners and create a favorable teaching environment for learners.

The finding further supports that of Akınoğlu (2014) who mentioned that, constructivists pedagogy emphasizes the initiatives in both learners and teachers' interaction in teaching process to facilitate teaching and learning. Akınoğlu (2014) further added that, constructivists' pedagogy made learners focus on exploration learning and cooperative learning based on previous knowledge and experiences by means of interactive actions and that, by this way, learners can improve their cognitive ability continuously. This finding also concurred with that of Arkün and Aşkar (2017) who noted that constructivists' pedagogy has important meanings for inclusive education in that, it makes the learners focuses on improving their comprehensive quality. This finding further corroborates that of Altınok and Nguyen Van (2022) who argued that, constructivists agree that knowledge is the social

construction of individuals and others by negotiation and that in the process of constructing knowledge, learners must cooperate and communicate with others.

5.5 Research Question Four: What classroom management strategies do teachers use in teaching learners with hearing difficulties in Sekyere South District, Ghana?

The research results showed that effective classroom management strategies are necessary for teachers to facilitate learners learning. It was once again established that a well-managed classroom fosters an environment conducive to teaching and learning. Respondents also noted that classroom management fostered learners' growth in self-awareness and ownership of their actions and behaviours, even among those with hearing difficulties.

These results are consistent with those found by McCroskey and McVetta (2016), who found that learners seated in the front rows paid more attention than those in the back. This is because the teacher's attention is naturally drawn to the learners in the front of the classroom. This confirms the observation made by Juhary (2012), who found that, rearranging seating was effective at decreasing distractions and boosting productivity in the classroom. In this way, the research backs up the claims of Daniels (2015), who argued that, every teacher wants to set up their classroom in a way that benefits their learners the most. Learners need to be able to concentrate and see what is going on in the classroom at all times, so arranging seats in such a way as to maximize their visibility and comfort is crucial.

Lloyd (2015) pointed out, total communication is more of a concept than a method, and it was intended to include all channels of communication, whether employed individually or in combination, to accomplish full communication between the

hearing and the hearing difficulty in most complete communication programs, English speech with simultaneous sign language is essential. Perhaps no other area of special education has seen as much dispute as the subject of educating learners with hearing difficulties (Antia & Rivera, 2016). The central point of contention has been the debate between oral and written communication. Teachers need to be familiar with the various methods of communication and use them as the situation calls for them or modify others to suit the degree of loss and intellectual functioning levels of the hearing difficulty individuals, as well as meeting their other needs in an inclusive education setting.

This finding corroborates the work of Kavarayici (2020), who argued that the way in which learners are seated has a profound effect on the effectiveness and efficiency of the educational process, since it determines the distribution of authority and the nature of interactions between teachers and learners. This supports the argument made by Marx and Hartig (2013) that learners' physical comfort and convenience in the classroom is a key factor in fostering effective learning. The importance of the teacher's ability to connect with the learners and foster positive relationships with them was reaffirmed, providing further evidence that this is the cornerstone of successful behaviour management.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents a summary of the major findings of the study, which investigate teachers' competencies in teaching learners with hearing difficulties in Sekyere South District, Ghana. This chapter includes the summary of the research findings, and conclusions from the results and finally the recommendations for further studies.

6.2 Summary of Findings

The study attempted to investigate teachers' competencies in teaching learners with hearing difficulties in Sekyere South District in, Ghana. Based on this, the study precisely sought to find out:

- The instructional strategies the teachers use in teaching learners with hearing difficulties
- Communication skills the teachers require in teaching learners with hearing difficulties
- Pedagogical competence the teachers require in teaching learners with hearing difficulties
- Classroom management skills the teachers need in teaching learners with hearing difficulties.

The following findings were arrived at in the present study:

Research question 1 sought to find out the instructional strategies the teachers use in teaching learners with hearing difficulties in Sekyere South District, Ghana. Revealed that teachers use cooperation instructional strategies, elaboration instructional

strategies and motivational instructional strategies to teach learners with hearing difficulties in the Sekyere South District.

Research question 2 sought to find out the communication strategies the teachers require in teaching learners with hearing difficulties in Sekyere South District. Finding revealed that clear and accessible communication and, total communication are the main strategies required to teach learners with hearing difficulties.

Research question 3 sought to find out pedagogical competence the teachers require in teaching learners experiencing hearing difficulties in Sekyere South District, Ghana. The data shows that differentiated and constructivist pedagogies are required.

Research question 4 sought to find out the classroom management strategies the teachers use in teaching learners with hearing difficulties in Sekyere South District, Ghana. The data revealed that ensuring proper seating arrangement and establishing a positive teacher- child relationship are the strategies mainly used.

6.3 Conclusions

Based on the findings of the study, it was concluded that:

Cooperative instructional strategies, elaboration instructional strategies and teacher motivational instructional strategies constitutes instructional strategies that when teachers use in teaching learners with hearing difficulties will ensure successful educational outcomes.

Again, clear and accessible communication and total communication are communication skills of choice that when used will ensure that learners with hearing difficulties learn successfully.

Also, teachers require differentiated and constructivist pedagogical competencies in teaching learners experiencing hearing difficulties in Sekyere South District.

Lastly, seating arrangement and positive teacher–child relationship are critical classroom management strategies that teachers use in teaching learners with hearing difficulties in Sekyere South District, Ghana.

6.4 Recommendations

Based on the findings of the study, the following recommendations were made:

1. The teachers in this study stated that they used cooperation instructional strategies, elaboration instructional strategies and motivational instructional strategies to teach learners with hearing difficulties. However, equally important strategies such as think-pair-share, story-telling and demonstration strategies were not mentioned. It is therefore recommended that the Ghana Education Service organizes in-service training for teachers in these areas to supplement the strategies that they already use. This will ensure that teachers have a broad array of instructional strategies that they can use to improve learning outcomes among learners with hearing difficulties.
2. The Ghana Education Service should run in service training courses in total communication for teachers in schools where learners with hearing difficulties are included, to ensure successful learning outcomes.
3. The Authorities in universities and Colleges of Education should run programs to educate teachers to be competent in differentiated and constructivist pedagogies in order to teach learners with hearing difficulties effectively.
4. Teachers should ensure that there is proper seating arrangement and positive teacher–child relationship in the classroom.

6.5 Recommendations for Future Research

The following areas were suggested for further research:

- The factors hindering teachers competences needed in teaching learners with hearing difficulties.
- Perceptions of teachers on motivational strategies in teaching learners with hearing difficulties.



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APPENDIX A

INTERVIEW GUIDE FOR SELECTED TEACHERS

PLEASE RESPOND TO THE FOLLOWING QUESTIONS

CLARIFICATIONS CAN BE SOUGHT WHERE APPROPRIATE

SECTION A: BACKGROUND INFORMATION

1. Gender: Male [], Female []
2. Age: Below 26 years [], 26-30 [] 31-35 [] 36-40 [] 41-45 [] 46-50 []
3. Above 50 []
4. Qualification: Diploma [], First Degree [], Second Degree []
5. Work Experience: 1 – 5 years [], 6 – 10 years [], 11 – 15 years [], 16 – 20 years [], 21+[]

SECTION B: INSTRUCTIONAL STRATEGIES

6. What do you understand by the term instructional strategy?
7. What types of instructional strategies do you frequently use in teaching learners with hearing difficulties?
8. Which of the instructional strategies do you think can help learners with hearing difficulties to improve upon their academic performance?
9. Could you please explain your answer in question 7 above?

SECTION C: COMMUNICATION SKILLS

10. In your own opinion, what is the value of communication skills in teaching learners with hearing difficulties?
11. What communication skills do you think can facilitate effective teaching and learning among learners with hearing difficulties to improve upon their academic performance?

12. In what ways do you think your selected communication strategies used in teaching learners with hearing difficulties are effective?

SECTION D: PEDAGOGIES IN TEACHING

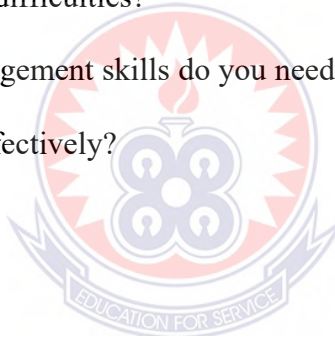
13. How do pedagogies help in improving the academic performance of learners with hearing difficulties?

SECTION E: CLASSROOM MANAGEMENT SKILLS

14. What classroom management skills do you frequently use when teaching the learners with hearing difficulties?

15. Why is it necessary to use classroom management skills when teaching the learners with hearing difficulties?

16. What classroom management skills do you need in order to teach the learners with hearing difficulties effectively?



APPENDIX B

LETTER OF INTRODUCTORY



DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF EDUCATION, WINNEBA
(UEW)

OFFICE OF THE HEAD OF DEPARTMENT

8TH February, 2022

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LETTER OF INTRODUCTION

I write to introduce to you, Ms. Merri Akongyam, an M.Phil student of Department of Special Education of the University of Education, Winneba, with registration number 202114487.

He is currently working on the "*Teacher's competencies in teaching students with hearing difficulties in the Sekyere South District, Ghana*".

I should be grateful if permission would be granted her to enable her carry out her studies in your institution.

Thank you.

A handwritten signature in black ink, appearing to read 'Daniel'.

Dr. Daniel Fobi PhD (ToD), MPhil, BEd (SPed)

Lecturer in deaf education and inclusive education

Graduate programmes coordinator

Department of Special Education

University of Education

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