

**EVALUATING TEACHING AND LEARNING PROCESSES FOR
THE DIPLOMA IN UGANDAN SIGN LANGUAGE
INTERPRETING PROGRAMME:
A case study of the Department of Special Needs Studies, Kyambogo University**

**BONNIE BUSINGYE
14/U/129111/GMVP/PE**

**A DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY GRADUATE
SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTERS DEGREE IN VOCATIONAL PEDAGOGY**

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DECLARATION

I Bonnie Busingye hereby declare that this is my original piece of work and has never been presented to any university or institution of higher learning for the award of any degree.

.....*Bonnie*.....

Bonnie Busingye

Date.....*10th December 2016*.....

APPROVAL

This is to acknowledge that this action research thesis entitled “Evaluating teaching and learning processes for the Diploma in Ugandan Sign Language Interpreting programme: A case study of the Department of Special Needs Studies, Kyambogo University” is submitted with the approval of the undersigned research supervisors.

Supervisors:

.....
Stackus Okwaput

Dr. Stackus Okwaput

.....
Sam Lutalo-Kiingi

Dr. Sam Lutalo-Kiingi

.....
7.12.2016

Date

.....
07/12/2016

Date

DEDICATION

I dedicate this piece of work to my dear parents Mrs Yowanina Byasigaraho and the late Mr Emmanuel Byasigaraho for having raised me up and instilling in me good morals to be a God fearing person which have enabled me to reach this level.

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ABBREVIATIONS

ACTFL:	American Council on the Teaching of Foreign Languages
ASL:	American Sign Language
Auslan:	Australian Sign Language
BSL:	British Sign Language
BTVET:	Business Technical and Vocational Education and Training
HOD:	Head of Department
DDL:	Danish Deaf Association
ICT:	Information Communication Technology
KYU:	Kyambogo University
MoES:	Ministry of Education and Sports
MVP:	Masters in Vocational Pedagogy
NAATI:	National Authority for the Accreditation of Translators and Interpreters
NORHED:	Norwegian Support for Higher Education
NVQ:	National Vocational Qualification
PWDs:	Persons with Disabilities
RID:	Registry of Interpreters for the Deaf
SNS:	Special Needs Studies
SLI:	Sign Language Interpreter
UDEWO:	United Deaf Women's Organisation
UgSL:	Ugandan Sign Language
UgSLI:	Ugandan Sign Language Interpreting
UNAD:	Uganda National Association of the Deaf
CRPD:	United Nations Convention on the Rights of Persons with Disabilities

ABSTRACT

This action research aimed at evaluating the teaching and learning processes for the Diploma in Ugandan Sign Language Interpreting (UgSLI) programme at the Department of Special Needs Studies (SNS), Kyambogo University. The problem; graduates from the programme upon completion have insufficient skills in Sign language interpreting but do not possess language competences required by the world of work. The study was based on three objectives that were to examine the challenges that affect the teaching and learning processes for the Diploma in UgSLI programme, generate implementable solutions to the challenges and evaluate the impact of solutions implemented to improve the teaching and learning processes of the Diploma in UgSLI programme. Participatory action research method was employed and thirty seven (37) participants were involved in the study. They were all purposively selected as follows: six (6) lecturers, eighteen (18) students, three (3) administrators, ten (10) graduates and their employers. The Future workshop was used as a tool to identify challenges. Though many challenges were identified, most of them needed more time and resources. Therefore, stakeholders decided that this action research should focus on challenges which can be implemented without using much time and resources. These were the communication gap between students and lecturers, negative attitude, poor time management and limited time for course works. These were further examined, possible solutions generated and an action work plan designed that was implemented from October 2015 to October 2016. Action was taken and more practical lessons conducted, time management template used, interaction of students with the Deaf community, timely feedback on course works, compensation of lectures, motivating students towards the trade, confidence building, utilising Deaf role models and career guidance to students. It was recommended by stakeholders that evaluation of teaching and learning should be conducted every semester, allocation of a lab for Sign Language practicals be considered for proper utilisation of time by students, budgeting for Deaf role models/guest speakers, policy to curb time management, team work and regular section meetings should be observed in order to improve the teaching and learning processes for the Diploma in UgSLI programme.

CHAPTER ONE: INTRODUCTION

1.0 Overview

The Diploma in Ugandan Sign Language Interpreting (UgSLI) programme is a two year course of study. It is intended to enhance efforts aimed at contributing towards effective inclusion of Deaf people in the hearing society by bridging the communication gaps that exist between the Deaf and hearing people. Professional Sign Language Interpreters work in different settings like educational, religious, political, legal settings, health care, social media and social cultural settings. The UgSLI graduates are expected to have positive attitudes towards¹Deaf people, be proficient in Ugandan Sign Language (UgSL) and should have knowledge about deafness and Deaf culture. In addition to that they should exhibit competences in interpretation from English or any other spoken languages to UgSL and vice versa.

However the situational analysis was conducted by following up and interviewing professionals who have graduated from the programme and their employers at workplaces. The challenges were identified which revealed that there are gaps in the teaching and learning processes that need to be addressed (details in Table 1:1). Through action research, the future workshop was organised and key participants were lecturers who are involved in teaching the Diploma in UgSLI programme, students and administrators: the Head of Section (HOS), Head of Department (HOD) and the faculty Dean.

The challenges in the teaching and learning processes were identified as communication gap, negative attitudes, poor time management and limited time given for course works. Possible solutions were generated and implemented within the period 2015/2016. The final workshop was conducted to evaluate the research study, validate results and information disseminated. Stakeholders were involved in all activities as supported by McNiff (2016) who maintains that in action research, practitioners identify any existing problem, seek and implement practical solutions, and systematically monitor and reflect on the process and outcomes of change.

¹Capitalized “Deaf” in this research is used to refer to the linguistic models who identify themselves as a linguistic group, share a language (UgSL) and cultural values while lower case “deaf” refers to the medical models who culturally identify themselves as part of the hearing world Lutalo- Kiingi (2014 pg.29).

Similarly, Whitehead and McNiff (2006) affirm that an action research process is often described as a recurring spiral of planning, doing, observing/ evaluating and reflecting, in order to generate positive change. Evaluation is not the end of this action research, we continue to reflect on other challenges through regular meetings with stakeholders, conducting other future workshop in order to find further solutions until when the workplace is problems free.



Figure 1.1 Processes of action research undertaken in this study

1.1 Background

The background is divided into two sub sections as follows; My personal background, work experience in teaching and learning processes in addition to knowledge I have benefited from the MVP programme and how I am going to utilize the skills in teaching and learning processes of the Diploma in UgSLI programme. While the study background explains the reasons behind starting the programme, aim, teaching and learning, assessment in comparison to developed countries as a way to improve the programme.

1.1.1 Personal background and experience

I am a Deaf Ugandan lady with 14 years' experience in teaching UgSL at the Department of Special Needs Studies (SNS), Hearing Impairment (HI) Section Kyambogo University (KYU), a trainer of trainees in the field of UgSL instruction using the knowledge acquired from the Certificate in Sign Language instruction programme by experts from the Centre for Sign Language and Sign supported communication-University College of Copenhagen (UCC) 1998-

2000. I hold a Certificate and Bachelor's degree in Adult and Community Education (BACE) from KYU.

I am among the beneficiaries of the scholarship from the Norwegian Support for Higher Education (NORHED) project which is meant to support capacity building in MVP partners especially in the areas of Vocational Education and training. Masters in vocational Pedagogy was the right program to improve my skills in teaching methods and ability to motivate students in learning UgSL which is a practical subject.

From my experience as an instructor, I teach students UgSL practicals through reflections and reviewing as a way to help them memorize the signs because they tend to depend on instructions only. It's easy to forget if one doesn't continue practicing the signs learnt. I noted that students practice UgSL in a lesson then after the lesson they stop using the language and wait for an instructor to help them again the next day. Practicing in the lecture room alone is not enough even the hours allocated for practical lessons on the timetable is not enough. However, Hall et al., (2016) notes that the role of the teacher is to create the conditions for invention rather than to provide ready-made knowledge. Therefore students should not only be spoon fed but should use other means to discover for themselves or practice individually in their free time and possibly try to seek knowledge from other experts so as to gain new vocabulary /signs and grammatical features in addition to what has been learnt.

Through the MVP programme, I have realized that students learn better through discovery learning, enquiry and learning by doing which strategy is worthy adopting in order to transform teaching practicals in the UgSLI programme. Personally have learnt through discovery for example given tasks on book review, report writing, essay writing and getting mentoring after individual trials. This strategy of teaching shaped me to be an independent learner and the more I tried to get information from different sources like internet, books, consulting colleagues, this helped me to understand better than waiting and sitting passively for mentors. Whenever we failed to discover from books or internet, we enquired from mentors or MVP colleagues because he /she might have an idea on the assigned task therefore we learn from each other.

Furthermore, some of the UgSLI students both first and second years who are so inquisitive spend most of their free time interacting with Deaf friends or attending Sunday services or gatherings with Deaf adults which helps them to master UgSL. They do not wait for the teacher only to provide but go ahead to discover in addition to what is taught in class. These students are always embraced by the Deaf community before they graduate because they will have already obtained competences needed by the Deaf community unlike their counterparts who may depend on classroom knowledge only.

As a point of reference in the Department of Interpretation at Gallaudet University in USA, which offers both undergraduate and graduate programmes in Sign Language Interpretation, students use American Sign Language (ASL) as the only mode of communication at campus. The learning environment is the best for learning Sign Language because the non-deaf persons are the minority. Even when the group of hearing students are in conversations without deaf individuals, they use ASL. This makes hearing students acquire the required competence in the language, Deaf community and culture (Napier et al., 2007).

1.1.2 Background of the study

UgSL gained status when it was recognized in the Constitution of the Republic of Uganda. The Uganda constitution (1995:27) Principle xxiv (c) states that: “The State shall promote the development of a Sign Language for the Deaf.” Therefore this promotes rights of Deaf persons to freely express themselves and access information through Sign Language Interpreters. At the time UgSL was recognized in the constitution, there were very few and not professionally trained interpreters. Some teachers of Deaf children acted as Sign Language Interpreters. However today, the database² from the Hearing impairment Section records reveal that up to two hundred (200) UgSLI have been trained since 2001.

²Database from the Hearing Impairment Section records reveal that up to two hundred (200) UgSLI students have been trained since 2001. The training of UgSLI interpreters has seen most Deaf persons access education in an inclusive setting at higher levels of education, access TV news, medical, religious and social cultural settings and the demand is increasing because of inclusion of Persons With Disabilities (PWDs) in all programs.

The training of UgSLI has seen most Deaf persons access education in an inclusive setting at higher levels of education, TV news, medical, religious and social cultural settings and the demand is increasing because of inclusion of Persons With Disabilities (PWDs) in all programs. The PWDs Act 2006 makes provisions for elimination of all forms of discrimination towards equal opportunities. It also provides for a tax reduction of 15 per cent to private employers who employ ten or more persons with disabilities either as regular employees, apprentice or learner on a full time basis. Furthermore the United Nations convention on the Rights of Persons with Disabilities (UNCRPD) article 9: accessibility of information in regard to the Deaf it is recommended that: “The state shall provide forms of live assistance and intermediaries, including professional Sign Language Interpreters. Consequently, Lutalo-Kiingi (2014:.35) noted that “a number of professional UgSL Interpreters has increased since 2001 and a number of Deaf people have been given funding to pay for interpreters so that they can access further and higher education”. Therefore the demand for interpretation services is high and our role is to produce competent personnel to provide quality interpretation services.

The Diploma in UgSLI aims at bridging the communication gap between the Deaf community and the hearing community. The general objectives of the programme is to enable students acquire knowledge, skills, values and attitudes relevant to development and promotion of UgSLI. The programme was started in 2002 by former Uganda National Institute of Special Education (UNISE) in cooperation with Danish Deaf Association (DDL) and Uganda National Association of the Deaf (UNAD). Lutalo-Kiingi and De Clerk (2015) noted that the Faculty of Special Needs and Rehabilitation, KYU is the only institution offering Sign language Interpreter training programme in sub Saharan Africa. Resource persons like consultants were from the International Centre for Sign Language and communication-University College of Copenhagen, Denmark were involved in the training and supervision as well as empowering lecturers in specific areas of UgSL interpreting.

In comparison to developed countries like USA, United Kingdom and Australia Napier (2004) highlights the reasons these countries can be considered leaders in SLI profession. Assessment of interpreter training, testing, and accreditation in the three countries: American Sign Language (ASL) graduates who are being prepared for the world of work take the written

portion of the Registry of Interpreters for the Deaf (RID) examination before graduation. While in Britain, all interpreters are required to complete an NVQ portfolio demonstrating that they meet all competency requirements for British Sign Language (BSL) interpreters. An accreditation system for the qualification of Auslan interpreters in Australia is under the auspices of the National Authority for the Accreditation of Translators and Interpreters (NAATI).

RID, NVQ and NAATI play leading roles in establishing national standards of quality for interpreters. Certification is a highly valued asset and provides an independent verification of an interpreter's knowledge and abilities allowing him/her to be nationally recognized for the delivery of interpreting services among diverse users of signed and spoken languages. Unlike the UgSLI programme, there is no such organisation which is linked to KYU and the Department of SNS to verify competences of UgSLI graduates. In addition, the programme offered at KYU is a two year course at a Diploma level compared to interpreter trainings in developed countries the programme as Napier (2004) points out that the three leading countries discussed above in interpreter training, programmes are offered at bachelors and postgraduate levels. The UgSLI programme therefore needs to be improved to the level of Bachelors and accreditation be realised.

Furthermore, according to the Ministry of Education and Sports (2011), Skilling Uganda which is Uganda's development framework, formulated in Uganda's Vision 2025, denotes a paradigm shift for skills development see figure 1.2 below. The Strategic Plan is embedded in the overall education policy framework and hinged on the Business Technical and Vocational Education and Training (BTVET) Act of 2008. With this national agenda, therefore stakeholders in the Diploma UgSLI programme should aim at skills and competences relevant in the labour market than just awarding certificates to graduates with limited skills.

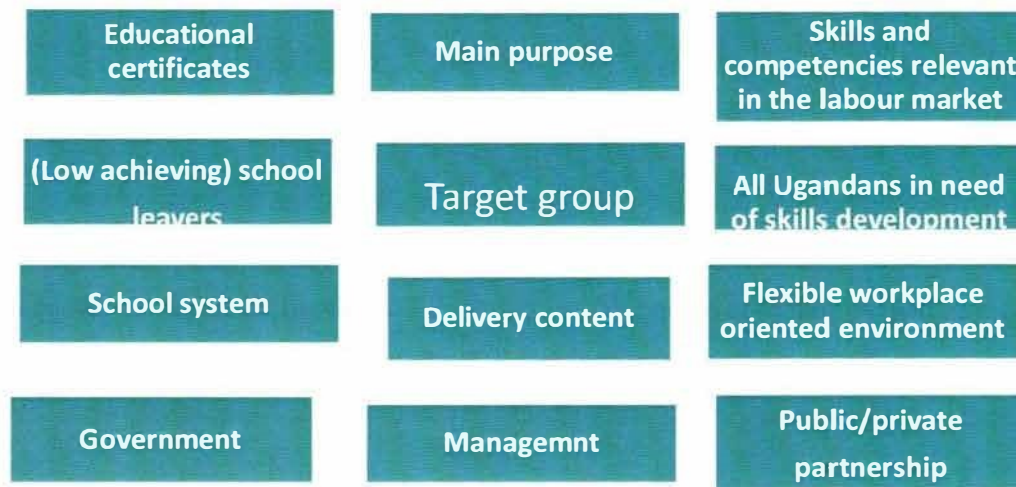


Figure 1.2 Skilling Uganda- Paradigm Shift in BTVET Strategic Plan 2012/3-2021/2

Sanderson et al.(1998) supporting skilling Uganda’s main purpose affirm that “possession of qualification certificates in Sign Language Interpreting does not guarantee that an interpreter is qualified to interpret in any setting” The competency standards of UgSLI is what the community expects normally in the workplace rather than qualifications but without sufficient skills. That’s the reason why some consumers prefer unqualified interpreters who are only skilled UgSL users than using a professional UgSLI with qualifications. Graduates from the programme are expected to develop and exhibit skills and desired competences to perform tasks in both formal and informal settings.

According to the situational analysis conducted, it was revealed that upon completion graduates from the UgSLI programme possess skills but not enough as required by the world of work. Most of the graduates first serve as volunteers in the Deaf community, organizations and institutions to acquire the competences needed by the world of work. Some individuals continue to criticize these graduates saying that they don’t understand the Deaf culture, knowledge about linguistics because they do not socialize with the Deaf community in order to learn more informally and get used to different signers and variations. This has motivated me to conduct an action research on how to improve the teaching and learning processes in order to contribute to the production of competent graduates who can satisfy the needs of consumers.

However, during the future workshop which was used as a tool to identify challenges in the teaching and learning processes, students revealed the following challenges : Inadequate teaching materials, out-dated equipment to facilitate learning, few deaf instructors and teaching staff, limited time for practicals, limited learning rooms, limited time for doing and submitting course-works, delay of results, too much theory, less practical, low self-esteem in students, poor time management by both students and lecturers, less interaction with the Deaf community, and inadequate books in the library. On the other hand lecturers revealed the following: lack of equipment needed in training, Update ICT, inadequate textbooks, failure to participate in field tours, Deaf models not being involved in teaching and the negative attitude of the admitted students towards the profession.

Though many challenges were highlighted, most of them needed much time and resources in order to be implemented. Stakeholders' decision was to invest much interest in those which could be solved with fewer resources during implementation so that results are observed within the period of one year. This study focused on the communication gap between lecturers and students, attitude, time-management and limited time given for course works see details in Tables 1.3 and 1.5.

1.2 Situational analysis

A situational analysis was conducted as a bench mark to this action research. A follow up on former graduates with their employers was conducted at the workplaces such as Uganda National Association of the Deaf (UNAD), Sign Health, and National Union of women with Disabilities in Uganda (NUWODU), United Deaf Women's Organisation (UDEWO) and Immanuel Church of the Deaf (ICD). The aim was to find out existing gaps in interpreting tasks at workplaces and competences needed by employers. An interactive interview between graduate professional Sign Language Interpreters and their Deaf employers was conducted to identify existing gaps in Sign Language interpretation at the workplace, in workshops and conferences details below in Table 1.1.

It was revealed that upon graduation, graduates serve as volunteers to get competencies required by the workplaces and gaps in their work were revealed; See Table 1.1. Consequently, based on the identified gaps by the graduates and their employers, it was concluded that the key stakeholders in relation to the challenges were lecturers, students and administrators of the Diploma in UgSLI programme.

Table 1.1: Existing gaps in Ugandan Sign Language Interpreting at workplaces

Graduate professional UgSLI	Employers
Short notice on interpreting assignment by the employer without any preparation.	Failure to observe professional ethics like confidentiality, Time management, Neutrality (involvement in decision making)
Lack of awareness by the community on what an interpreter is.	Attitude like disappearing for 'kyeyo' without permission and acting as advisors for Deaf, overlooking Deaf.
Working long hours without breaks and no co-worker	Signing with fluency but they fail to interpret what is signed (voicing)
Medical terms in hospital have no signs and hard to interpret, court and police	Omit information when interpreting.
Some organisations invite graduates expecting them to work for free.	No interaction or associating with the Deaf which retards their language competence.
Working with Deaf in villages who use local signs and gestures.	Asking a Deaf person what he or she wants to present before one's hands up.
Some of the graduates are labelled as fake	Respect to Deaf persons at workplaces because in some organisation structures, a UgSLI reports to administrators
Lack of confidence by some graduates from the Diploma in UgSLI programme	Deaf consumers tend to monopolise, ignoring novice graduates from the Diploma programme thus giving no encouragement and no opportunities to novices
No prior information given before interpreting (TV, workshops)	Failure to give clear meaning of the point due to poor English command.

1.2.1 Work process in production of a Ugandan Sign Language Interpreter

The work/production process was the starting point of the future workshop. The intention was to give participants a clear view of the processes taken in the teaching and learning process for the interpreter trainees. The processes aimed at identifying duties, tasks and competencies required as well as challenges encountered at each stage in the process by students, lecturers and administrators. This gave participants a clear view of what was needed to focus on. Through focus group discussion each category expressed their challenges as shown in Table 1.3.

Table 1.2: Work process analysis in the production of Ugandan Sign Language Interpreters

Work process	Duties/Tasks	Competence required
Admission	Advertise for study opportunities. Receive applications. Select qualified applicants. Publish names of successful applicants. Issue out admission letters. Register applicants.	Knowledge of ICT. Communication skills. Interpersonal skills. Records management. Administrative and secretarial skills. Analytical skills: ability to identify genuine certificates from fake ones.
Orientation	Introduce admitted students to all Departments and sections. Meet students and orient them on their duties, responsibilities, rules and regulations of the university. Registration of new students.	Communication skills. Administrative skills. Knowledge of ICT.
Delivery of content	Preparation of course unit profiles and lecture notes Delivering lecture content and practical UgSL communication skills. Management of equipment, facilities and resource materials. Constant interaction and supervision of students in the learning process.	Knowledgeable of the subject matter. Communication and presentation/Skills. Management and interpersonal skills. Knowledgeable of ICT and the use of teaching resources.

Assessment of the learners	Preparing course work and marking scripts. Tutorials with students to provide feedback on their practical performance. Preparing and modulating examination papers Marking and recording results. Mentoring and counselling students on improving performance.	Knowledge of the subject content. Professional ethics. Knowledgeable about the rules and regulations of the institution. Manage time strictly.
Graduating the learners	Submit results of successful students. Prepare lists of names of qualified graduands. Release successful graduates to the world of work.	Skills in management and administration. Skills in public relations management. Knowledge in ICT. Skills in financial management.

1.2.2 Problem identification

The future workshop was used as a way to identify problems encountered in delivery of content to the Uganda sign language interpreting programme. The future workshop was originally developed for groups of citizen with limited resources who wanted to be part of the decision making process cited by Jungk and Müller (1987 in Apel, 2004). It is meant to shed light on a common problematic situation, to generate visions about the future, and to discuss how these visions can be realised. This method involves the participants of a project in the process of working out solutions according to the existing situation. The future workshop was a way to highlight problems and look for suggestions to challenges. This was done in phases of planning, critique, fantasy, implementation and follow up.



Plate 1.1 Participants at the future workshop on 30th Oct 2015

Plate 1.1 above shows stakeholders including lecturers, students and administrators attentively listening to procedures of identifying problems following future workshop phases in an action research process.

1.2.3 The critique phase

At this stage participants in their groups highlighted the challenges encountered in delivery of content in the interpreter training programme. Focus group discussions were used as seen in plate 1.2. Each group freely listed the challenges affecting teaching and learning processes. The challenges highlighted by the groups are presented in Table 1.3.

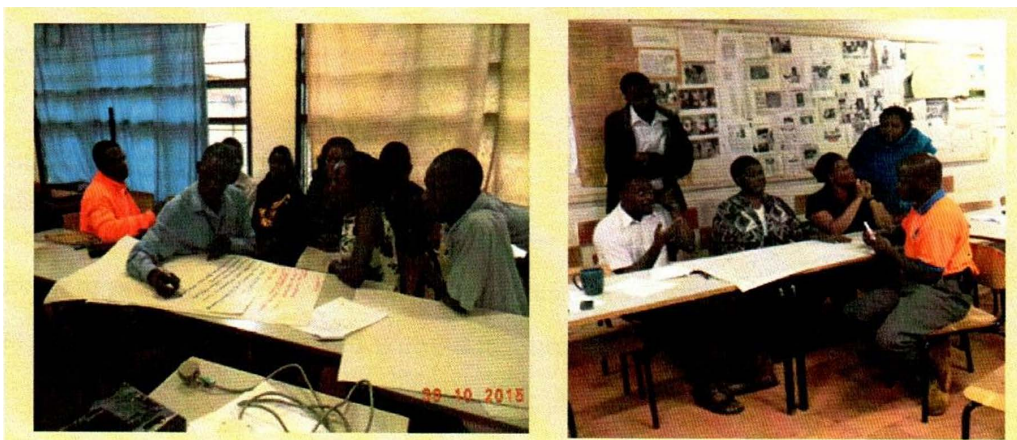


Plate 1.2 Students engaged in Focus Group Discussion. Plate 1.3 Lecturers group

Table 1.3: Challenges presented at the future workshop

Challenges presented by students	Challenges presented by lecturers and administrators
<p>Out-dated equipment to facilitate learning for example video tapes instead of CD, flash disks or DVD's.</p> <p>Inadequate teaching materials.</p> <p>Few Deaf instructors and teaching staff.</p> <p>Limited time duration for practical training.</p> <p>Limited learning rooms.</p> <p>Limited advanced ICT skills (Instructors).</p> <p>Limited time for submitting course work.</p> <p>Delay of feedback.</p> <p>Too much theory content than practicals.</p> <p>Low self-esteem among students.</p> <p>Poor time management by both students and lecturers.</p> <p>Little interaction between the Deaf models and students.</p> <p>Few and out-dated reference text books in the field of interpreting education in the library.</p>	<p>Equipment needed in training like digital cameras, headphones, digital voice recorders, overhead projector, DVD deck and Flash disks.</p> <p>Adapting available training material to current ICT technology.</p> <p>Inadequate textbooks.</p> <p>Insufficient time for practicals for example taught in one hour/session.</p> <p>Limited participation in field excursion.</p> <p>Lack of sign language laboratory to facilitate students practical work.</p> <p>Deaf and hearing resource persons are not utilised in the teaching and learning process due to inadequate resources.</p> <p>Students admitted with no background in Deaf community and sign language which affects their attitude.</p>

Challenges were prioritised from most felt to the least ones. Coding was done to identify challenges that could be easily solved without resources as shown in Table 1.4.

Table 1.4: Coded and prioritised challenges

No	Challenges	Coding
1	Obsolete equipment	B
2	Limited practical duration	C
3	Attitude	AB
4	Communication gap between students and lecturers	A
5	Inadequate reading materials/teaching materials	C
6	Role models (Deaf/hearing)	A
7	Limited learning/teaching rooms and laboratories	C
8	Poor time management both students and lecturers	A
9	Limited time for course work	A
10	Few Deaf and teaching staff	C
11	ICT adaptation and use	B
12	Abilities of admitted students	C
13	Lack of collaboration with other universities (research)	C
14	Limited assessment	B
15	Teaching staff	C
16	Limited expeditions /excursions participation	B

Key

A: Can be easily solved without resources

B: Needs more time and resources

C: Takes long time and needs more resources

Challenges in Table 1.4 were arranged in order according to the most critical to less critical ones as shown from numbers 1 to 16. Coding was done according to categories A, B and C as shown in the key. Category A was the main focus of this action research because it could be implemented within a given time frame and without using more resources. The challenges in category A as indicated in Figure 1.5 were taken to the *future workshop* (fantasy phase) in order to generate solutions of which details are presented in action work plan Table 1.5.

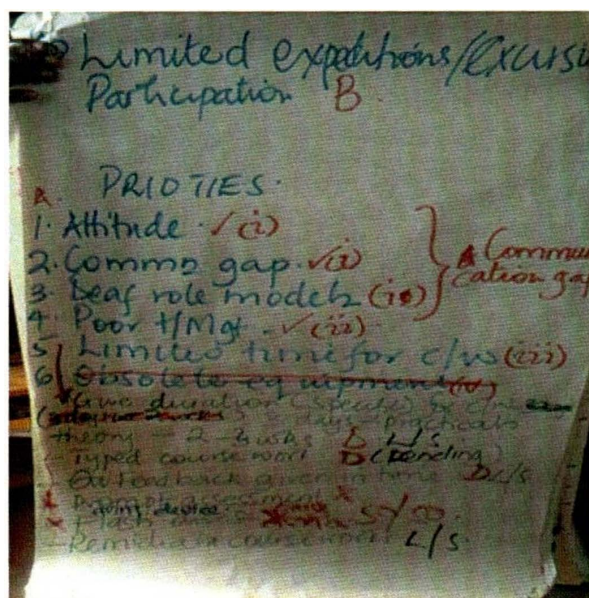


Figure 1.3 Prioritised challenges which were taken to the future workshop in the fantasy phase

1.2.4 The Fantasy phase

At this stage participants tried to work out utopian solutions without any restrictions as shown in Table 1:5. Stakeholders generated ideal solutions which required implementation without resources. Since action research is cyclic, when the above listed challenges are solved and changes realised within the given time frame next would be to reflect and think on category B and C challenges. Tasks would include observing, planning and acting until when all the challenges affecting the teaching and learning processes are minimised.

1.2.5 Implementation action work plan October 2015-October 2016

At this stage an action work plan was designed and roles shared among stakeholders. The students, lecturers and administrators' roles were clarified. Follow up was done by conducting stakeholder's regular meetings or approaching the person responsible for an activity in order to get feedback. Shared roles are detailed in Table 1.5. Walton (2014) in support states that being part of the team can spur one to take on tasks. In this study, the roles of students, lecturers and administrators were clearly agreed upon and my role was to follow up on action implementation, track on what is being implemented and what is not working well.

Table 1.5: Action research implementation work plan with focus on priorities and suggested solutions from October 2015 to October 2016

Challenges	Solutions	Person(s) in charge
Communication gap	Use of basic signs More practical lectures for students to improve UgSL skills Students engage other modes of communication to improve communication and interaction with Deaf lecturers Lecturers use other communication modes such as Emails, What's up to reach students Coordinator needs airtime for communication	Dean, Hearing and Deaf lecturers, HOD, Lecturers, students Lecturers/students
Attitude	Acceptance of profession Career guidance by teaching staff Increase regular interaction between students and lecturers Use role models from Deaf community (guest speakers, resource persons) Passion/motivation towards the profession Building confidence Respect for the Deaf culture	Lecturers/students Lecturers Lecturers/students Hearing and Deaf lecturers Lecturers Lecturers/Students Lecturers /students
Poor time management	Prompt time keeping Motivation Lecture attendance registration Introduce arrival and departure book Introduce CCTV cameras Make use of video conferencing technology Prompt feedback on course works Standby generators, invertors to support practical lectures during power fluctuations during the day. Proper utilization of time by the learner Compensation of lectures missed by the lecturers Switching off phones during lectures	Coordinators Lecturers/students Coordinators/Lecturers Coordinators/lecturers/students HOD Lecturers/students Lecturers/students Dean/HOD Lecturers/students Lecturers/students Lecturers/students
Limited time for course works	Agreement to extend time frames for course work submission (3 days practical or 2-3 weeks for theory). Submit typed course work Prompt assessment Flash disks Remedial course work	Lecturers/students Pending Lecturers/students 50/50 Lecturers/students

Follow up and monitoring was conducted on the performance of lecturers, students and administrators to find out if any change and improvement was exhibited within the timeline of the action research from October 2015 to October 2016.

1.2.7 Motivation for undertaking the study

Having worked as an instructor involved in teaching the Diploma in UgSLI programme for 14 years at the Department of SNS, some verbal criticisms have been received from the Deaf communities that some interpreter graduates had negative attitude towards Deaf consumers while others did not possess sign language competence. In addition, I have observed persistent challenges in the teaching and learning processes with no solutions. With knowledge gained from MVP programme in vocational pedagogy and action research, I realised the need to evaluate the teaching and learning processes of the programme with a view to suggest ways about what should be done in order to produce graduates with language competences required by the world of work. In agreement, Mjelde (2006) affirms that vocational pedagogy is a revolutionary way of thinking about transformation in teaching and learning.

1.3 Statement of the Problem

Graduates from the Diploma in UgSLI programme upon completion possess insufficient skills in Ugandan Sign Language Interpreting but do not possess language competence required by the world of work. Some interpreters take up apprenticeships with organisations and institutions to bridge this gap. It is believed that the communication gap existing between lecturers and students in addition to poor time management, negative attitude towards SLI and limited time given for course works are among the many challenges that have negatively affected the teaching and learning processes hence the cause of the existing situation.

1.4 Purpose of the Study

The purpose of this study was to evaluate the teaching and learning processes for the interpreter trainees in the Diploma in UgSLI programme at the Department of SNS, in order to improve the teaching and learning processes to enable graduates attain the required competences needed by the world of work.

1.5 Objectives of the Study

The objectives of the study were to:

- i. Examine the challenges which affect the teaching and learning processes of the Diploma in UgSLI programme at the Department of SNS.
- ii. Generate implementable solutions to the challenges that affect the teaching and learning processes of the Diploma in UgSLI programme at the Department of SNS.
- iii. Evaluate the impact of solutions implemented to improve the teaching and learning processes of the Diploma in UgSLI programme at the Department of SNS.

1.5.1 Research Questions

The study was guided by the following research questions;

- i. What are the challenges affecting the teaching and learning processes of the Diploma in UgSLI programme at the Department of SNS?
- ii. What are the implementable solutions to the challenges affecting the teaching and learning processes of the Diploma in UgSLI programme at the Department of SNS?
- iii. What is the impact of solutions suggested to improve the teaching and learning processes of the Diploma in UgSLI programme at the Department of SNS?

1.6 Significance of the Study

The study was of value to the lecturers and administrators in the Department of Special Needs studies because they got the opportunity of participating in the action research to explore common problems encountered in the teaching and learning processes with the purpose of bringing about change. In agreement, Danielson and McGreal (2000:24) noted that most teachers have scarce opportunities to explore common problems and possible solutions, or share new pedagogical approaches with their colleagues at workplaces. Similarly (Johnson, 2012, as cited in Hine 2013) affirms that it facilitates teacher empowerment and professional growth.

It led interpreter students and graduates to identify challenges and suggested ideal solutions to improve the teaching and learning processes of UgSLI programme. Supported by (Mills, 2011, as cited in Hine, 2013) noted that action research provides practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools.

Furthermore, according to Parkin (2009) involving stakeholders in the action research process which is collaborative, investigative and participatory provides opportunity to work together to identify common problems, design action plan and find solutions, follow up to see observable changes or improvement on the problems raised. Additionally, action research provides teachers with the technical skills and specialised knowledge required to effect positive change within classrooms, schools, and communities (Johnson, 2012, as cited in Hine, 2013).

1.7 The Scope of the Study

The scope highlights the geographical location, content and the time frame for the study.

1.7.1 Geographical scope

The study was conducted at the Department of Special Needs Studies, in the Faculty of Special Needs and Rehabilitation at Kyambogo University. Kyambogo University is located in Nakawa division near Banda trading centre situated North of Kyambogo hill which is located approximately 10 kilometres from Kampala Uganda's capital city. The situational analysis was carried out in five organisations that were: UDEWO, UNAD, ICD, NUWODU and Sign Health Uganda working with Sign Language Interpreter professionals within Kampala.

1.7.2 Content scope

The study was based on the three research objectives. The first objective was to examine the challenges affecting the teaching and learning processes. They included the communication gap, attitude; poor time management and limited time given for course works. Objective two solutions to generate implementable solutions to the challenges that affect the teaching and learning processes for the Diploma in UgSLI programme (refer to Table 1.5). In objective three,

evaluating the impact of solutions implemented to improve the teaching and learning processes of the Diploma in UgSLI program at the Department of SNS, KYU.

1.7.3 Time frame

The action research was conducted from October 2015 to October 2016

1.8 Definition of operating terms:

Action research: According to Hine (2013) action research is also known as participatory action research, community-based study, co-operative enquiry, action science and action learning. It is an approach commonly used for improving conditions and practices in a range of environments.

A Sign Language Interpreter: Is a professional who is fluent in two or more sign languages and interprets between a source language and a target language and mediate across cultures. The interpreter's task is to facilitate communication in a neutral manner, ensuring equal access to information and participation and should have sign language interpreter qualification from the respective country. He/she is bound to a Code of Ethics, ensuring impartiality, confidentiality, linguistic and professional competence, as well as professional growth and development (Murphy, 2013).

Teaching: is the deliberate intervention that involves planning and implementation of instructional activities and experiences to meet intended learner outcomes according to a teaching plan.

Learning: According to Wenger (2008) learning is defined as a relatively permanent change of experience in an individual's behaviour (knowledge, skills and attitude) that can occur at any time or place as a result of consciousness.

Teaching and learning process: It is the most powerful instrument of education to bring about desired changes in the students.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature related to other previously written materials relevant to the specific problems under investigation as outlined by stakeholders in this action research study.

2.1 Challenges affecting the teaching and learning processes of DSLI programme

The challenges discussed included: communication gap, attitude, poor time management, and limited time for course work.

2.1.1 Communication gap

The communication gap as a challenge was revealed by that first year students who still had limited basic UgSL skills needed to express themselves with Deaf lecturers and instructors. These students felt that the presence of a UgSLI in the lecture room was necessary to interpret during practicals. Yet this retards the learning of a new language as students will not have chances of exercising and expressing themselves. An interpreter in a practical lesson is always present in the first week when first year students are being briefed on strategies of learning and getting on track. After creating awareness among students about UgSL rules and Deaf culture, students start using all means to communicate with the Deaf instructor/lecturer using basic communication. Students are encouraged to learn through trial and error.

A comparative analysis of American Sign Language (ASL) teaching and learning, it is noted that students learn to express and receive language in the target language. Quinto-Pozos (2011) clarifies that in many cases, the ASL instructors are Deaf individuals some of whom have little or no residual hearing. Some ASL programs adopt “no voice” policies in their classrooms and instructors and students are expected to follow those policies throughout. These practices are in line with general norms of the Deaf culture. Some programs arrange for an interpreter to accompany an instructor for the first day of classes for beginning students. This facilitates communication during that class if the students have any questions about course requirements.

However, it's alleged that no speech should be used in classroom because it will cause students to rely on that form of communication rather than trying to make themselves understood in ASL.

The stressed need to use UgSL in and out of the lecture room is to increase comprehension and production skills in order to bridge the communication gap. It was agreed with stakeholders to make it a policy that students enrolled into the programme should use UgSL as a means of communication as long as they are within the campus. This therefore, will promote acquisition of competence needed by the world of work. In addition to that, students are encouraged to attend social events/gatherings either at campus organised by Deaf students or within the Deaf community like Deaf awareness week where they can freely interact with various signers to improve their communication skills. The Diploma in UgSLI programme being a practical course has to be in line with objectives of "skilling Uganda" focusing on skills and competence rather than graduating graduates who are not "work ready".

According to BTVET Strategic Plan titled Skilling Uganda (2012/13) objective one states that the point of relevancy refers to the relationship between the supplies of skills in relation to the world of work demands, while objective two focuses on quality of skills provision. It refers to the state of training and to what extent training institutions implement their programmes in a way that trainees achieve expected competencies. The Diploma³ in UgSLI lecturers should consider allocating more time being spent on hands-on practical training than theoretical teaching in lecture rooms if they are to achieve objective one and two of Skilling Uganda.⁴

Lantolf (2000) clarifies that mediated learning revolves around social relationship which the more capable individual scaffolds language learning and boosts learner motivation levels to achieve higher language competency. Similarly, Quinto-Pozos (2011) argues that one of the problems in learning a signed language as a second language is the limited opportunity for immersion in the in the language and the associated culture. Such immersion is often available to learners by attending and participating in activities in Deaf community like social events.

³ The Diploma in UgSLI curriculum should be reviewed so that more time should be spent in field than focusing on teaching theory if we are to meet objective one and two of 'Skilling Uganda'.

⁴It was agreed with stakeholders to make it a policy for students enrolled for the DSLI programme to use UgSL as a means of communication as long as they are within the campus. This therefore, will promote skills acquisition and competence thus being embraced by the world of work.

Through my observation regarding socialisation in this study, most of the students who depend on classroom practicals end up graduating with skills which are not sufficient. Unlike the social group of students who link with the Deaf community and socialise at events such as attending church services, Deaf youth camps and sports among others often get the required competences needed by consumers before graduation. Similarly, Monikowski (2004) argues that it is essential to consider as much community interaction as possible into interpreting programmes. In Australia like Uganda many students have the required credentials but have limited relationships with members of the Deaf community.

Furthermore, Barkhuizen (2004) affirms that social strategies are best learned through interaction and participation in the target language. Good learners should be willing to communicate in the target language to tolerate uncertainty in communication and to make mistakes. Clément and Kruidenier (1985) affirm that higher learner confidence on use of language leads to increased contact with target language users, resulting in higher communicative competence. I am in agreement with the above because social strategies enable learners to engage in conversations with experienced signers who will in turn guide them and the vocabulary (signs) increases therefore new students can therefore learn best through trial and error with the Deaf Sign Language teachers and instructors.

From my long time teaching experience, I have always observed that whenever first year students from the Diploma in UgSLI programme meet fluent Deaf signers with their inadequate signing skills sometimes they are teased and they try to avoid interactions with the Deaf community. Furthermore, graduates from the programme who work at higher institutions of learning like KYU have limited contact with the Deaf community and I have keenly observed with concern, they focus on classroom interpreting and they fail to associate with the Deaf community. Some reasons behind this is that they are criticised and teased leading to a social isolation gap. Thus they cannot improve on performance and competence because they lack awareness on Deaf culture, values, norms and therefore no professional development.

Similarly, there is concern about the increased social distance between non-native users of a Signed Language like students and the Deaf community, noting that many Sign Language

Interpreters do not associate with the Deaf community and it is difficult to assimilate cultural norms and to become truly fluent in the signed language, thus affecting their competence and performance as interpreters (Cokely, 2005, Stone, 2009). Hall et al. (2016) argues that in some academic interpreting programmes students attend class, follow a syllabus, read assigned textbooks, watch videos of Sign Language, complete homework assignments and professors with advanced academic degrees are recruited to teach courses. Some individuals use an interpreting position as a means for personal attention and fame thus in the learning process immersion in the Deaf culture and community is lacking thus creating a distance between Deaf individuals and trainees (Marschark, Peterson, & Winston, 2005 as cited in Hall et al., 2016).

2.1.2 Attitude

One of the major concern which was raised by administrators and lecturers on student's attitude towards UgSL was that students do not want to express themselves through signs out of the lecture room in fear of being seen by other students. That is the reason why some students cannot cope up or try other means of expressing themselves towards Deaf lecturers. They cannot bridge the communication gap through other means of expressing ideas like use of gestures/basics in UgSL. Participants felt that the intervention that would best improve the situation would involve change in attitude and behaviour. One of the suggested solutions that students need to change attitude was that as soon as students enter the Faculty's gate, they should communicate through use of signs rather than speaking. Once this is observed, can help them develop self-confidence, and change perception towards UgSL and Deaf culture.

According to Lave and Wenger (1991:53) "learning involves the construction of identities, knowing and social memberships entail one another". This explains why some occupations may attract people from similar backgrounds or with similar personalities. From my experience as an instructor I have been observing that most of the students who have a background about the Deaf people have positive attitude towards UgSL learning than other persons who attend the programme just to get qualifications to proceed to the next level. Some of the interpreting students whose parents or siblings are Deaf are motivated to attend the

programme because they have reasons and they are interested. Some of them are the best interpreters because they enter the programme with a clear vision.

Similarly, McGroarty (1996) argues that, the relationship between the learner's prior linguistic and academic experience may be as much the result of positive attitude and success to language learning. This is true from my experience I have always observed that most of the students who first attend a certificate enter the Diploma with confidence and have positive⁵ attitude than the rest who come without prior knowledge about Ugandan Sign Language and Deaf people. Only few cases where some students enter the programme with a clear vision, they always have the vigour because they have either admired an interpreter on TV or at workshops thus intriguing them though no prior linguistic knowledge on UgSL they are motivated to learn.

Furthermore, a cultural or situated viewpoint on learning allows us to ask more complex questions about how learners are prepared to enter occupations or, in some cases, are diverted away from them. What is it that makes learners feel they are suited to particular jobs? What are their experiences of the community of practice they seek to enter? How does their sense of identity change as they become a member of that community? Such questions are directly relevant to the experience of learning in the UgSLI programme this study is investigating.

2.1.3 Poor time management

On time management, it was revealed that neither students nor lecturers follow time promptly. Some lectures begin as early as 8:00 am in the morning but since most of the students are privately sponsored and stay out of campus, by 8:30 am some students come with reasons like traffic jam or bad weather when it rains. This also applies to some lecturers as well who are not strict with time management and in the end, time lost in such cases is never compensated. This lessens hours according to the scheduled expected contact hours for the course unit. In addition, missing one practical session greatly affects the teaching and learning. Some topics may not be covered at the end of the semester if the lost hours are not compensated therefore

⁵Most of the students who have background about Deaf people may have positive attitude towards UgSL learning than other person who attend the programme just to get qualifications and proceed to the next level. Some of the DSLI students whose parents or siblings are Deaf are motivated to attend the programme because they have reasons and they are interested.

learning outcomes may not be achieved. According to my experience for practicals to be effectively mastered, time should be utilised well as timetabled since students have limited time to interact with the outside signers frequently.

This is supported by scholars who believe that time management can affect the teaching and learning processes with their views as: lack of time management can contribute to academic underachievement and good or effective time management can contribute to higher levels of academic achievement (Balduf,2009). Drawing from my experience as a UgSL Instructor for over ten years once a student is left behind in practical lessons it may not be so easy to catch up in relation to the theory classes where one can revise what has been missed.

Furthermore, failure to manage time well might be due to inability to adjust to independent life, some high ability students fail to succeed at the expected level. Most students on entering the university feel they have freedom since they are away from their parents thus end up misusing time. The above experiences mirror what found out that not all students joining college are adequately prepared for the challenges ahead because these students possessed high ability and they were previously able to earn high grades (Grobman,2006 as cited in Balduf, 2009)

Poor time management leads to under- achievement. Students who do not know how to handle structured time well tend to be less academically successful (Reis et al., 1995, as cited in Balduf 2009). This is true as my observation from the Diploma in UgSLI programme, most of the students who fail to use their free time wisely end up getting poor grades, not that they are incapable but because they don't have a clear vision. Briton & Tesser (1991) through research found that 67% of undergraduate students identified time management as their most pressing problem. They reported that students' ability to manage their time successfully is explicitly related to academic performance.

According to Coleman and Freedman (1996) their research found that postsecondary success is based partially on goal directedness and interpersonal problem solving. In order for students to achieve their objective, they must understand their current situation, the process of

getting real, and compare where they are in relation to where they would like to be. This can be done through guidance and counselling or tackled during orientation week as supported by Albaili (2003) who stated that, motivational and time management strategies should be part of fresher's orientation. Most of the students are privately sponsored and may use different excuses like looking for tuition, problems to sort out at the hostel more especially returning home from semester break half of the class do not usually report in time.

2.1.4 Use of Deaf models/guest speakers (resource persons)

It was noted that presenters from the Deaf community who are role models should be invited to present lectures relevant to the Diploma in UgSLI programme. In the process, students get opportunities to have a link with the Deaf community and getting used to different signers as a way to prepare them for transition to work. The curriculum though clearly shows Deaf models/presenters, in the past few years this has not been implemented due to limited resources for facilitation. In agreement of social interaction, Napier et al.(2007) stresses the importance of the learner's social interaction with the Deaf community.

Sign Language learners need to be inculcated with Deaf culture in order to both negotiate meaning and convey the message in a culturally appropriate way (Mindess, 2014; Napier et al., 2007; Stone, 2009). I am in agreement with the scholars because it is believed that learning a new language requires an understanding of the culture of the people who use that language in their daily lives in order to have a more understanding. Therefore as students develop their language skills and cultural proficiency, they gain confidence to interact with members of the Deaf community and establish personal relationships thus developing competency in Sign language interpreting. The point of departure is that if the interpreter trainee students are not exposed to Deaf models, they may have difficulties in coping up in the world of work because each signer has his /her own way of expressing ideas and views.

Furthermore, according to Cokely (2005) it is noted that involving Deaf role models from workplaces is crucial because this form of collaboration makes it possible for students transition to the world of work. In most cases the Deaf role models/presenters are from different organisations and

students get opportunities to get linkages for their field placements and most of the graduates when they exhibit good conduct, most of them are retained and later approved for employment. Another objective of linking with workplaces is crucial taking an example of role models from the religious, medical and political settings where students gain most of the signs used in such settings which they may not be familiar with in the classroom. That's why graduates need a broader knowledge of signs to help them in transition to work in a range of settings.

2.1.5 Limited time for course work

Students revealed that sometimes they are not given enough time to do course work and lecturers as well blamed students for lack of seriousness that they don't use time effectively. In addition to that students don't use resources like internet because of poor network therefore need enough time for course work in order to utilise library and other sources. It was suggested that at least two weeks for theory and 3 days for practicals would be enough.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter highlights the research design, implementation, study population, sampling method, data collection methods, tools and instruments used in the action research study.

3.1 Research Design

The research design for this study was qualitative because data collection involved interviews, observation, and archives. According to Pope and Mays (1995) the goal of qualitative research is to develop concepts which help us to understand social phenomena in natural rather than experimental settings giving due emphasis to the meanings, experiences, and views of all participants. A descriptive study which comprised a one-to-one interview with the professionals practicing interpreters and employers in the workplaces conducting the situational analysis was employed. The future workshop also involved using research questions to guide stakeholders in the focus group discussions while evaluation was conducted using questionnaire forms to collect data from individuals. Follow up meetings with stakeholders were conducted and minutes from meetings were generated for further reference during thesis writing.

3.1.1 Participatory Action Research approach (PAR)

This is a special kind of community-based action research in which there is collaboration between the study participants and the researcher in all steps of the study like determining the problem, the research methods to use, the analysis of data, and how the study results would be used. In this study, stakeholders were involved in all activities; planning, holding the future workshop, identifying major problems, proposing possible solutions, implementation, follow up and evaluation. This is supported by Huang (2010) who maintains that in action research partnership and participation refers to the quality of relationship we form with stakeholders and the extent to which all stakeholders are appropriately involved in the process and outcomes of change. Thus working in partnership with practitioners pretty much ensures the practical aims will be met. In this study, the participants and myself co-worked throughout the entire research study.

Participatory action research design was therefore used in this study because it is collaborative and democratic. This necessitated the joint effort of practitioners and the researcher to promote democratic and social changes (Brydon-Miller & Maguire, 2009). Wenger (2008) affirms that in participatory action research, communities of practice share a concern or a passion for something they do and learn how to do it better as they interact regularly. Members engage in joint activities and discussions, help each other share information. They build relationships that enable them to learn from each other as a way of addressing recurring problems. A growing number of people and organizations in various sectors are now focusing on communities of practice as a key to improving their performance. Likewise I used the same approach in order to improve the teaching and learning processes of interpreter trainees.

3.2 Implementation of Action Production Research

The action of executing roles which were assigned to individuals or a group was the major task. Follow up meetings with stakeholders were conducted and updates to check if the problem has been minimised. McNiff (2016) affirms that action research is about evaluating practices to check whether it is as good as it would be, identifying any areas that one feels need improving and finding ways to improve them.

Implementation was scheduled from October 2015 to October 2016. Major activities in the action plan included identifying participants and conducting the situational analysis, planning and conducting future workshop, implementing and follow up meetings with stakeholders, validation and dissemination of findings, evaluation and thesis writing (details in appendix A). Therefore since action research is a cycle, if some solutions are fairly or not improved upon, a future workshop again should be conducted and the cycle should continue as in Figure 3.1.

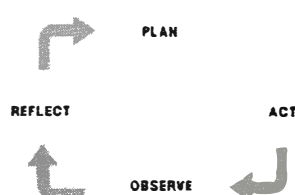


Figure 3.1 Action Research Cycle

3.3 Population, Sample Size and Sampling Technique

Table 3.1: Composition of study participants

Category of Population	Sample size		Sampling Technique
	Target size	Actual size	
Diploma UgSLI students	25	18	Purposive
Lecturers	10	6	Purposive
Administrators	3	3	Purposive
Professional UgSL Interpreters and employers from the world of work	10	10	Purposive
Total	48	37	

The key participants in this study were 37 as indicated in Table 3.1. Selection was purposively done to sample students, lecturers and administrators required to provide in-depth information concerning the teaching and learning processes of the Diploma in UgSLI programme. Students both in first and second year totalled 25, a number needed for future workshop to collect data. All students were to attend meetings. Only 18 turned up and participated in the study while others failed to turn up. Lecturers were purposively selected basing on those who focus on teaching the programme. Administrators as well were purposively selected because it was mandatory as they are decision makers and some matters needed their clarification. Professional practicing UgSLIs from the world work were purposively selected basing on their vast experience and competence in the field of interpretation while Deaf employers were purposively selected because they are the consumers of the interpreting services provided by the professional interpreters. Therefore, all participants had in common information required for my research.

3.4 Data Collection Procedure

The letter of introduction (refer to appendix M) was obtained from the coordinator of MVP program aimed to introducing the researcher to her work place for field work. Courtesy visits were made to the administrator's offices (Dean, HOD, and HOS) to deliver the letter and request permission to collect data from the Department of SNS. In addition, before proceeding for situational analysis, letters to collect data from workplaces were obtained and delivered to different organizations (see appendix N). Appointments for meetings were scheduled on agreed dates without interfering with organization activities. Preparation for the future workshop was made in consultation with stakeholders on an agreed date.

The future workshop was conducted using the work process analysis as the starting point. Focus group discussions were used to obtain data from different groups who had similar experiences or concerns specific to the issue of teaching and learning processes for Sign language Interpreters. Furthermore, follow up meetings with stakeholders on implementation were conducted and minutes recorded for reference during analysis and writing of the thesis. Evaluation was done which generated findings on what had been improved upon and what failed and why.

3.5 Methods used in data collection

Methods used were interviews, questionnaires, participant observation, Focus Group Discussion (FGD), meetings, evaluation and documentary analysis

3.5.1 Interviews

In this study, interviews were used to gain understanding of the participants perceptions on challenges encountered at workplaces. Seidman (2013) states, that if a researcher's goal is to understand the meaning people involved in education make of his/her experience, then interviewing provides a necessary, sufficient avenue of inquiry. Interviewing is a valuable assessment tool because it allows the participant to share their experiences, attitudes, and beliefs in their own words. An interview guide was designed and used to collect information on the challenges encountered by the UgSL interpreters and their employers at the workplaces (see

appendices C and D). Data collected is shown in appendix 1.1. Supporting this method, Merriam (2009:85) states that interviews can be used to obtain “direct quotation from people about their experience, opinions, feelings, and knowledge”.

3.5.2 Participant observation

Observation is another method for collecting qualitative data. Observation “enables us to grasp multiple perspectives in natural social setting” (Bleach, 2013:22). I used observation to watch, students during follow-up meetings. This involved observing their facial expressions and withdrawal from participation. Students were adamant to give feedback when I conducted a general meeting to follow up what have not been implemented and reasons why it was not being implemented. Only few students responded unlike what happened in the first two meetings, according to my observation students were withdrawing from participation. After this incident, I changed the procedure and had a meeting with only students and another separate meeting with lecturers and administrators in order to collect enough data for the study. Student’s participation was good and this helped me to get the data needed. The group revealed reasons for being rigid to give feedback in the presence of their lecturers

3.5.3 Focus Group Discussions (FGD)

The focus group discussion is a qualitative method of assessment, encouraging a free flow of ideas. It is typically led by one moderator but can sometimes be assisted by a scribe or other team members. In this study, Focus Group Discussions were used in the future workshop. It was done according to categories of participants and their responsibilities. Four focus group discussions were formed comprising of lecturers, administrators, first year students and second years. Lecturers and students groups each comprised participants between six to eight while administrators group had only three participants. Separation of groups was done following status to allow freedom of expression among themselves without intimidation from superiors. A focus group question guide was used to elicit data from the participants (refer appendix E). Data from focus group discussions is highlighted in Table 1.3.

3.5.4 Documentary analysis

Document or Documentary analysis is a social research method which is used as a tool for obtaining relevant documentary evidence to support and validate facts stated especially in the literature review chapter. In this study, analytical reading and review of lots of written material was done and the source of reading material had to be acknowledged to prevent plagiarism. In addition, minutes from stakeholder's meetings were used as evidence to support facts about what actions were taken by stakeholders (see appendices G, H and I). Supported by Bleach, (2013) Documentary evidence includes programme plans, photographs, minutes of meetings, monthly and end-of-year reports. These provide a useful background and context for the project along with supporting other forms of evidence.

3.6 Data collection Tools/Instruments

Data collection tools used in the study include: Work process analysis, the future workshop, questionnaire forms, interview guides, evaluation forms, video recordings and still camera, a logbook.

3.6.1 The work process analysis

The work process being the starting point of the future workshop was presented to the stakeholders in order to have a clear view of the processes in the production of a Sign Language Interpreter. It aimed at identifying the work processes, duties, tasks and competencies required and challenges encountered in the process as presented in Table 1.2. Each process encounters different challenges, therefore it was important to narrow data collection to the process linked to teaching and learning in order to collect useful and relevant data for the study. Stakeholders realised that our concerns to be addressed should focus on "delivery of content".

3.6.2 Future workshop

The Future Workshop was used as a tool in this study to support participants in identifying common problems, develop visions and ideas through stages. According to Apel (2004) the Future Workshop is meant to shed light on a common problematic situation, to generate visions about the future, and to discuss how these visions can be realised. Therefore in this study, the Future Workshop was conducted in phases of planning, critique, fantasy, and implementation and follow up detailed in sections 1.2.1, 1.2.2, 1.2.3 and 1.2.4. Data collected is presented in Tables 1.3, 1.4 and 1.5.

3.6.3 Video recording camera and photography

Video recordings were captured for purposes of reviewing and accuracy during report writing. Photographs were taken as evidence to confirm having participated in the action research. “While action research is open-minded about what counts as data, it involves keeping records that describe what is happening as accurately as possible” (Kemmis & McTaggart, 2000 as cited in Bleach, 2013:22). Therefore in this study, consent was sought from stakeholders and permission was granted for ethical reasons as shown in appendix K and L.

3.6.4 Logbook

A log book was used to note down all the proceedings of the interview and other observations. Maykut and Morehouse (1994) supporting the use of logbooks for field notes clarifies that, the keen observations and important conversations one had in the field cannot be fully utilized in a rigorous analysis of the data unless they are written down. Similarly in this study a log book was put in use while conducting interviews from workplaces, meetings and noting daily activities to follow in the action research process which I later used for reference in thesis writing.

3.6.5 Questionnaires

In this action research study evaluation was conducted in two ways, a workshop was conducted but enough data was not collected. Therefore evaluation questionnaire forms as shown

in appendix F were designed and used. Stakeholders filled the forms and returned feedback which was analysed as shown in Tables 4.1 and 4.2. This method was used because it allows individuals to give out own opinions without fear of being victimised by any concerned culprit and saves time. Supported by Bleach (2013) questionnaires administered as evaluation forms following the completion of an activity, is a relatively quick and cost effective way of gathering information.

3.7 Ethical Considerations

Punch (1994) discusses ethical issues which include informed consent, dishonesty, privacy, harm, identification and confidentiality. Researchers should be aware of such issues in the context of the research project and make sure that they follow the established codes of conduct. Putting into consideration the ethics in research, the following were observed:

- An introductory letter from the MVP program coordinator to the workplace was obtained.
- Consent form, to take photos and video recordings of data from participants was sought.
- Gender balance of participants and balancing views from participants according to gender was done.
- Voluntary participation and presentation of problems without influence and interference was ensured.
- Participants were assured that the individual's name will not be disclosed in the report for purposes of confidentiality.

CHAPTER FOUR: ACTION IMPLEMENTATION, RESULTS AND EVALUATION

4.0 Introduction

This chapter highlights what has been implemented and what has not been achieved and reasons why it failed to work out well. Four follow up meetings with stakeholders were conducted and evaluation was carried out. Findings from the meetings and the evaluation revealed that the communication gap between Deaf lecturers and students no longer exists and time for course works was improved upon. However there are still some minor challenges in feedback on course works and some improvement was realised on poor time management by some lecturers and some students.

4.1 Action implementation, results and evaluation

Appraisal of action implementation results was conducted with the help of an evaluation form (refer to appendix F and G). The forms were completed by students and lecturers and results are presented in Tables 4.1 and 4.2

4.1.1 Evaluation from students

Feedback from evaluation was collected from 17 out of 18 students under this study. One student's evaluation form was not returned. Their responses are presented in Table 4.1 below.

Table 4.1: Students' responses regarding evaluation after implementation from October 2015 to October 2016

Communication Gap	Strongly agree	Fairly agree	Disagree	Undecided
Limited(basic) sign language by students (1 st years) improvement is observed	10	6	1	0
More practical sessions for students to improve UgSL skills were conducted	14	2	1	0
Other modes of communication were engaged to perfect UgSL skills	5	11	1	0
Lecturers send handouts through emails	0	5	11	0
Coordinator's airtime for communication implemented	0	7	10	0
Attitude				
Student's acceptance of profession	16	1	0	0
Career guidance by teaching staff	5	11	1	0
Improvement on interaction	9	7	1	0
Role models from Deaf community invited (guest speakers, resource persons)	8	4	5	0
Passion	10	7	0	0
Motivation towards trade by lecturers	6	10	0	0
Building confidence	6	10	0	1
Respect for cultures	14	2	0	1
Poor Time Management				
Prompt time keeping by students and lecturers	3	13	1	0
Motivation	7	8	2	0
Attendance registration after 30 minutes	6	6*	5	0
Agreement with lecturers on course works, time frames, postponing lessons	13	3	1	0

Video conferencing	0	10	7	0
Prompt feedback to course works	6	11	0	0
Proper utilization of time by the learner/students	7	10	0	0
Generators and invertors to perform practicals at the right time of the day	0	8	9	0
Compensation of lectures missed by the lecturers	8	9	0	0
Switching off phones during class time was observed	5	11	1	0
Limited Time For Course Works				
Give duration (specific) for course work (3 days practical 2-3 weeks theory)	15	2	0	0
Feedback given in time	6	11	0	0
Prompt assessment	6	11	0	0
Saving device (Flash disks)	4	7	6	0
Remedial course work	10	7	0	0

4.1.2 Interpretation of findings (students)

Findings in Table 4.1 reveal that students strongly agree there was improvement in the communication gap as they can now communicate well with the Deaf lecturers and instructors. In addition, more time for UgSL practical lectures was incorporated in the timetable. The use of emails was not effected by lecturers through forwarding notes though most students preferred soft copies than hand outs. As for coordinator's airtime, it was not implemented at all but it's crucial to communicate with lecturers to check the weakness of absenteeism.

Attitude as revealed by students has greatly changed but motivation and passion for the interpreting profession irrespective of career guidance which is still wanting. Lecturers should continue to provide career guidance alongside teaching and learning. In terms of confidence building, there is still need for self-acceptance as individuals. Some students observed the need for exposure to different gatherings where they meet different professionals in interpreting while others have developed relationships with the Deaf community thus interactions improved upon.

That's the reason why some students have confidence and are fluent than those who still shy away from the Deaf community.

Time management has improved as observed by most of the lecturers except in a few instances where this is fairly observed. Attendance sheets were used and kept by class coordinators who submit them to HOD's office to check on students and lecturers attendance. Feedback on course works, students strongly agreed that it was timely compared to the past. Compensation of missed lectures was effectively being respected. However, use of video conferencing and generators whenever power load shedding was encountered were not affected. Proper utilisation of time by students was fairly improved upon because of no reserved room for practicals like a UgSL laboratory therefore most of the free time to practice independently is not utilised.

Limited time given for course works greatly improved and remedial were given to students who had below average percentage. Three weeks for theory as agreed which was meant to research from different sources was observed. The use of flash disks was not effected and it is essential that each student should own a flash disk to save practical assignments for future reference and revision purposes.

4.2 Evaluation from lecturers and administrators

Feedback from four (4) lecturers and one (1) administrator are presented in table 4.2 below:

Table 4.2: Responses from lecturers and administrators on implementation of solutions from October 2015 to October 2016.

Communication gap	Implemented	Fairly done	Not done	Undecided
Limited(basic) sign language by students (1 st years) improvement is observed	2	3	0	0
More practical sessions for students to improve UgSL skills were conducted	1	3	1	0
Engaged other modes of communication to perfecting UgSL skills	2	2	1	0
Lecturers send hand-outs through emails	0	1	4	0
Coordinator's airtime for communication implemented	0	0	5	0
Attitude				
Student's acceptance of profession	3	2	0	0
Career guidance by teaching staff	1	4	0	0
Improvement on interaction	4	1	0	0
Role models from Deaf community invited (guest speakers, resource persons)	2	2	1	0
Passion	2	3	0	0
Motivation towards trade by lecturers	1	4	0	0
Building confidence	2	3	0	0
Respect for cultures	1	3	1	0
Poor time management				
Prompt time keeping by students and lecturers	0	5	0	0
Motivation	1	3	1	0
Attendance registration after 30 minutes	2	2	1	0

Agreement with lecturers on course works, time frames, postponing lessons	1	4	0	0
Video conferencing	0	0	5	0
Prompt feedback on course works	2	3	0	0
Proper utilization of time by the learner/students	1	4	0	0
Generators and invertors to perform practical at the right time of the day	0	4	1	0
Compensation of lectures missed by the lecturers	0	5	0	0
Switching off phones during class time was observed	1	4	0	0
Limited time for course works				
Give duration (specific) for course work (3 days practical 2-3 weeks theory)	3	2	0	0
Feedback given in time	1	4	0	-
Prompt assessment	1	4	0	0
Saving device (Flash disks)	1	2	2	0
Remedial course work	0	5	0	0

4.1.1 Interpretation of findings (lecturers and administrators)

The communication gap greatly improved as more time was incorporated on the timetable and students signing improved also other modes for communication were used. Sending students reading materials through emails and coordinators air time for communication were not effected.

On attitude, it was revealed that there is great change in the attitude of students. Positive attitude and passion towards the interpreting profession was exhibited by most of the students. Interaction among students, lecturers and the Deaf community was observed and career guidance was offered. Motivation of students and confidence building was observed, only respect for cultures among students was fairly observed. Some students still engage in their own talks in the presence of a Deaf person without using signs which is insulting.

Time management was fairly effected as revealed in Table 4.2. Time keeping by some of the lecturers and students was observed. Registration attendance of students was observed and feed back on course works was in time. Only video conferencing was not effected but in this era of technology advancement it is essential for lectures and students to be trained on the use this technique.

Limited time for course works greatly improved as revealed above in Table 4.2. Prompt assessment and feedback was fairly effected. Similarly, the use of saving disks especially used in practicals by students who wish to get feedback on their assignments was fairly done, though its important each student to possess a flash disk for practicals.

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion of findings

The discussion of findings is presented according to objectives as follows:

5.1.1 Examining the challenges that affect the teaching and learning processes of Diploma in UgSLI programme at the Department of SNS

The challenges in teaching and learning processes were examined as detailed in Tables 1.3, 1.4 and 1.5. The stakeholders who included students, lecturers and administrators were involved in the processes of problem identification. Though many challenges were identified, this study continued to examine possible solutions that would be implemented within the period of one year as detailed in Table 1.5. The challenges examined were the communication gap, negative attitude, time management and limited time for course works. This is supported by McNiff (2016) who affirms that action research is about evaluating your practice to check whether it is as good as you would like it to be, identifying any areas that you feel need improving, and finding ways to improve them.

Through action research, the future workshop which was conducted in phases enabled lecturers, students and administrators to identify, examine and generate solutions to the challenges democratically. Since this action research was participatory, stakeholders contributed suggestions to solutions for implementation and were observed because their aim was to bring about change in teaching and learning processes. Supported by Meyer (2000) affirmed that focussing on generating specific solutions to practical, localised problems, action research empowers practitioners by getting them to engage with research and the subsequent development or implementation activities (as cited in Hine, & Laverly, 2014). Similarly, according to the transformative theory of learning, teaching and learning occurs when educators critically examine their practice and develop alternative perspectives of understanding their practice (Cranton & King, 2003 as cited in Hine & Laverly, 2014; Lysaker & Furuness, 2011).

Lysaker & Furuness (2011) affirms that educators critically examine the assumptions that underlie their practice, the consequences of their assumptions and develop alternative

perspectives on their practice through conducting action research. In this study the stakeholders of the Diploma in UgSLI examined the challenges and agreed on the work plan, shared roles in implementation. Evaluation revealed some changes at the workplace among students and staff. Similarly, Mills (2013:8) notes the goal of educators conducting action research as: “gaining insight, developing reflective practice, effecting positive changes in the school environment, educational practices in general and improving student outcomes and the lives of those involved” (as cited in Hine & Laverly, 2014)

The challenges identified by stakeholders included obsolete equipment, limited practical duration, attitude, communication gap between lecturers and students, inadequate materials/teaching materials, Deaf role models/guest speakers, limited teaching/learning rooms and a laboratory, poor time management by both students and lecturers, limited time for course works, few Deaf teaching staff, ICT adaptation and limited assessment, lack of collaboration with other universities and limited expeditions/excursions. Though they were many identified, this study focuses on the four challenges which were implemented without a lot of resources as shown in Table 1.4 as elaborated in chapter two in literature review.

5.1.2 Generating implementable solutions to challenges that affect the teaching and learning processes of the Diploma in UgSLI programme at the Department of SNS

The stakeholders generated implementable challenges as indicated in Table 1.5.

5.1.2.1 Solutions to the communication gap

Solutions to the communication gap were agreed upon by students, lecturers and administrators as follows: students should engage other modes of communication to attain UgSL skills inside the lecture room and outside. More practicals should be conducted and emails should be used by lecturers to send notes to students. On the other hand the use of UgSL in the lecture rooms and outside was noted especially first year students who had basics in UgSL which cannot allow them to communicate effectively with the Deaf instructor/signer. Monikowski (2004) stresses that communication between the teacher and the student is crucial as is communication among the students themselves. Hence, the most important factor for language acquisition is the ability to communicate through that language whatever its form. Similarly in

this action research stakeholders agreed that students should engage other modes and gestures as a means of communication in the lecture room with Deaf instructors/lecturer and even outside as long as they are within the university's environment.

In support to the suggested solution of using UgSL inside and out of the lecture room, the American Council on Teaching of Foreign Languages (ACTFL) recommends use of the target Language in the lecture room. The research report indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency (ACTFEL, 2013). Therefore ACTFEL recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and when feasible, beyond the lecture rooms.

Furthermore it was suggested that more practicals should be conducted or incorporated on the timetable in order to improve UgSL communication skills. Though it was noted that there are not enough rooms for practicals, administration was of view that if students should have few hours to watch the video, after watching sit under a tree shade and engage in practice independently, would be a solution. To students this was not satisfying as sometimes weather changes and can cause disruptions. But it was insisted on that students should utilise the shelter (O' a house) to engage in practicals if they don't have consecutive lectures. This is in agreement with Koronakou (2000) who specifies that the role of the instructor is to aid self-preparation and provide useful guidelines and exercises that can be used outside the sign language laboratory.

On the solution suggested to consider of more practicals in UgSL I believe if students form self-help study groups, they could improve their signing skills by watching more signers in order to get more signs/ vocabularies. Inge et al. (2000) are of view that the use of technology assisted self-study tools and video based self-study material increases student motivation. Similarly, Quinto-Pozos (2011) highlights that for a student of Sign Language Interpreting to acquire professional expertise not merely by attending lectures, additional individual and group work are seen as essential. In my opinion and from my experience, students who are new may

not pick up nor comment on one another's performance but with time, this can be the best solution to students who have basics.

Furthermore, on more practicals for the programme, Heine (2000) clarifies that learners traditionally complement their lecture room training with weekly independent self-organised and non-instructed study sessions, focus on repeating class practical material or interpreting speeches from internet. This requires student's cooperation and careful examining each other's weaknesses, strengths and giving necessary comments where to improve. Such collaboration learning also helps to develop social skills and cooperative teamwork both of which are essential for an interpreter's professional life (Kalina, 1998 as cited in Shaw et al.,2004). From my long time experience, students dislike working in self-help study groups giving reasons that they are from different residential locations and at the end of all sessions, since they are tired they go home until the next day without any work done.

On communication in general, it was agreed that communication between lecturers and students should be improved through use of emails and students should utilise the University ICT Laboratories. Some lecturers promised to send hand-outs via email and students were advised to open up email addresses for those who didn't have any. Furthermore, the coordinator was advised to use wireless network to communicate with lecturers via what's up and if possible students should contribute towards airtime for effective communication network.

7.1.2.2 Solutions to negative attitude

It was agreed that students should not shy away from signing as it was the only way to build confidence. It was noted that interaction should be improved upon but not to wait passively for only attending a practical lecture. In their free time students should familiarize with Deaf students within KYU and even Sundays can opt to meet Deaf adults for interactions. Similarly, educators may be instrumental in teaching or promoting self-confidence during the course of language learning (Oxford, 1982 as cited in Shaw et al., 2004). "Peer relationships have also been shown to promote advanced communication skills and second language proficiency" (Kasper, 2001:517 as cited in Shaw et al.,2004).

Lecturers should offer career guidance/self-awareness to students to manage their career successfully. This should be an on-going programme conducted by the Section throughout the two year training programme, where lecturers offer guidance and counselling to students in academics and life after their education. In relation to Gallaudet University, the Department of interpretation has a “Career Centre” and a course unit on career development. This assists students in reaching their career goals, empowered to practice lifelong career development skills, how to make effective career decisions, and achieve professional success. This is done through conducting career development services, seminars, and events for students and alumni. In addition, the Department prepares students for careers by providing cooperative education and internship opportunities and maintains collaboration with students and employers to offer quality career opportunities ([www. Gallaudet.edu/career-center](http://www.Gallaudet.edu/career-center)).

Motivation to learn a second language is grounded in positive attitudes toward the community and in a desire to communicate with and become similar to valued members of that community (Gardner & Lambert, 1972 as cited in Clément, 1994). Similarly, participants at the future workshop felt that students need change in attitudes, developing self-confidence, changing his or her perception towards deafness and Deaf culture that would lead to a better working relationship within the Deaf community. I’m in agreement with the scholars because it’s through positive attitude towards UgSL, Deaf people and Deaf culture that enables UgSL acquisition in an individual.

5.1.2.3 Solutions to poor time management

On time management it was agreed that students should sign attendance registration forms within 30 minutes after entering and the forms to be submitted to HOD weekly. Students were advised not to misuse time and lecturers also agreed to keep students informed in case of any hindrances to conduct the session, compensation of missed sessions should be made on agreed time. In order for students to achieve their objective they must be guided to understand their current situation as dependants to parents, the path to success, and compare where they are in relation to where they would like to be in future. Albaili (2003) is of the view that time management strategies should be part of fresher’s orientation. The orientation which is always a

two weeks programme at the start of the first year should at least include time management as a topic to students. This enables students to have better preparations in their activities that they intend to pursue without affecting the processes of teaching and learning.

Macan et al.(1990) reported that students in their study who perceived themselves to have control over their time, felt more satisfied with the university than those who did not perceive themselves as having control over their time. It was realised by stakeholders that there is time wastage as students walk in and out of lectures to receive calls. Lucas et al. (2012) clarifies that in the workplace all tasks are time-bound in the sense that time is money. Students both first and second years should have control on how to use time profitably. It was agreed by the stakeholders that students should use their phones during break time and not to cause disruptions during lectures. It was agreed that phones should be in the silent mode. George et al. (2008) clarifies that good practice of time management can be central to academic success. Students agreed to use time productively and profitably. If students practice time management at university, they will be likely to apply the same when they are employed.

5.1.2.4 Solutions and suggestions on limited time for course work

It was agreed on time frame for course works, students should at least be given two weeks for a theory and 3 days were enough for a practical. Students should be in possession of flash discs in order to access their practical course works.

Furthermore students should get feedback about their course work in time before they sit for examinations. This can help a student to request for a remedial if given feedback in time. Ericsson et al. (1993) is of a view that performance improvement necessitates motivation to learning therefore immediate feedback on the performance and repetition encourages the student to keep on trying and if he /she passes will gain confidence. It's essential that students' work and progress constantly be assessed and feedback given in time. When feedback is in time, the lecturer can determine which concepts need more attention, so that they realise the best methods of teaching and learning being utilized and where much attention is needed than marking at the

end of the semester leaving no opportunity for the students to recall or request for a remedial in order to improve on their performance.

Similarly, Kulik and Kulik (1988) as cited in Gibbs & Simpson (2004) emphasizes the importance of immediate feedback. The students might continue to make the same errors on related tasks in future if no immediate feedback is given when their minds are still fresh with that assignment. It is important for students to receive prompt feedback, if students are assessed more frequently, they will perform better and be able to see the connection with the feedback being offered. Basing on my observation, students who get four consecutive assignments with feedback especially in practicals, perform better than those who don't get prompt feedback.

5.1.3 Evaluating the impact of solutions implemented to improve the teaching and learning processes of the Diploma in UgSLI programme at the Department of SNS

Brown (2002) maintains that an evaluation is about providing data that can be used to make a decision, to establish a new policy or take a specific goal directed action. In more detail, evaluation is defined as “a systematic endeavour that involves acquiring and assessing information to influence decision making”. Similarly evaluation from stakeholders of this action research study revealed that some solutions were improved upon as shown in Tables 4.1 and 4.2 while others were fairly improved upon. Evaluating the teaching and learning processes, Apel (2004) clarifies that in the implementation phase the ideas found are checked and evaluated in regard to their practicability. Implementation of these activities is monitored through regular check up on persons assigned the roles. What is working well and what is not working well and why?

5.1.3.1 Communication gap

The concern of basic UgSL by students especially first years was effectively addressed. The communication gap challenge no longer exist as students can communicate effectively with the Deaf lecturer and instructors without interpretation offered in the lecture room. Some students have links with the Deaf community as shown in plates 5.1 & 5.2 below, first year students interpreting in church. The photo was captured as evidence that the students communication gap no longer exists during semester two of the first year. Therefore, communication signing skills have improved tremendously. Quinto-Pozos (2011) argues that regular attendance at any of the numerous Deaf clubs, social gatherings, and events where Deaf people get together, share information and nurture their sense of community is made possible through the use of Signed Languages and these are the best place for practicing Sign Language Interpreting.



Plate 5.1 students link with Deaf community. Plate5.2 students practice out of class

First year students at the church of the Deaf may 2016 on platform interpreting as proof that the communication gap no longer exists.

In addition to that, more time for practical sessions in UgSL was added on time table up from twice a week to four times a week for first years in order to improve Sign language skills. This was revealed during the follow up meeting with stakeholders and student's evaluation. However majority of students during evaluation commented that the theory course units had more hours compared to practical sessions in UgSL. Others suggested that since the course is UgSL interpreting more hours should be considered for practicals in signing and less hours for theory course units.

Furthermore, it was resolved that all students should use UgSL while within the Faculty environment but evaluation from students criticized hearing lecturers for failing to demonstrate positive attitude by using UgSL as well in lecture rooms, informal dialogues in office and outside. If this is practiced by all staff in the HI section, students would be motivated and encouraged than only signing with Deaf lecturers during the limited hours allocated to UgSL on timetable. In agreement, Kristmanson (2000) affirms that providing opportunities for interaction in the target language in and outside the language learning environment through pre-planned and spontaneous activities, offers an effective learning environment. Similarly Davies (2005) affirms that in order to learn how to use a language effectively, students must be actively engaged in

using language. It should therefore be taken under consideration by the administration of HI section to make it compulsory for all students and lecturers at the section to use UgSL

5.1.3.2 Positive attitude

Students have developed positive attitude and passion towards the profession and UgSL. See plates 5.3 and 5.4 second year students offering interpretation services to some Deaf members in church last year on different occasions. It is through exposure to such an interpretation scene that confidence is gained in an interpreter trainee. However some students, who are eager to learn independently as demonstrated below, often acquire the required competences before graduation than others who rely on classroom practicals only. Jensen and Heine (2009) in agreement affirms that skills can be learned to carry out a task according to the expected and pre-determined results. Evaluation revealed that most of the students are proud to be future SLIs and have passion towards the trade. However, it was observed that some lecturers as well have negative attitude since they ignore to interact in UgSL/ target language in and outside the language learning environment in order to stimulate students as well to use UgSL.

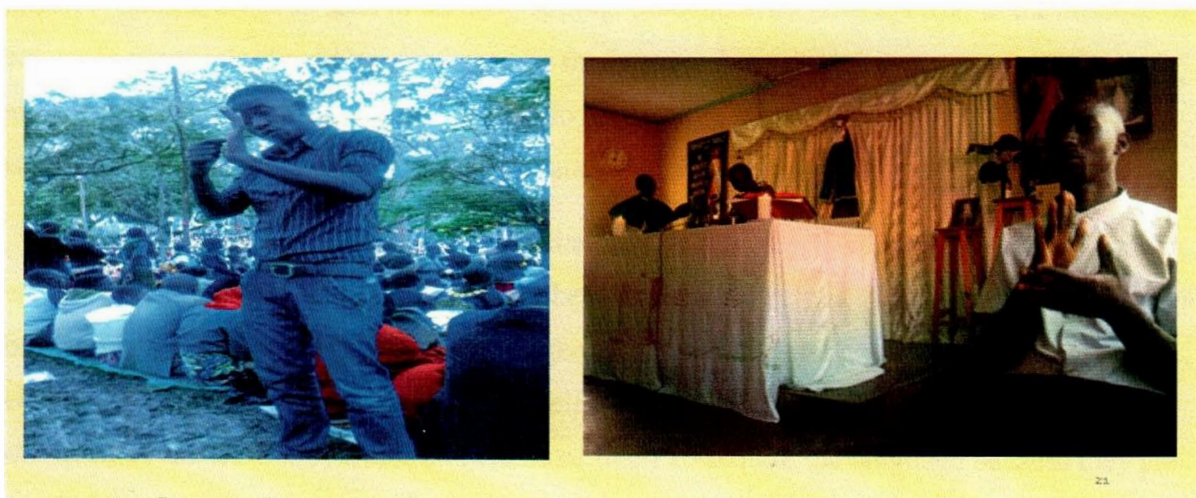


Plate 5.3: Confidence and positive attitude exhibited. **Plate 5.4: Passion towards profession**

Above: second year students engaged in interpreting at Namugongo shrine and Uganda martyrs church KYU respectively.

Motivation of students was implemented by some lecturers as was observed during follow ups. According to Kristmanson (2000) motivation can be achieved by creating an atmosphere in which students are not afraid to make mistakes and are encouraged to take risks. In addition to that, behaviourists and psychologists studied learning in animals by teaching them simple tasks. Thorndike (1874-1949) caged hungry cats in puzzle boxes within sight of food, the cats then learned to pull a string, or operate a lever to escape from the box and take food. In the above situation the animals were taught by rewarding them with food when they did well. Learners require some rewards or reinforcement for learning. They are motivated by unexpected reward of some kind such as encouragement. Learning will not take place without it (as cited in Petty, 2004).

Furthermore, through my observation and interaction with some students, I noted that some lecturers encouraged independent learning. The more students tried, the more they learned from one another. As opposed to that, Petty (2004) observes that re-enforcement should follow the desired behaviour as soon as possible. If a rat pushes a lever and food drops into the cage then it quickly learns to press the lever for food. If re-enforcement is delayed learning takes longer. A similar effect is seen in human learning. Students who gave it a trial in the absence of a lecturer in practicals should be reinforced by the lecturer through giving comments and immediately demonstrating to students how to do it. In the same way students whose work is usually marked immediately are more motivated than those who wait for weeks or months.

Reece and Walkin (2007) is of view that teacher's professionalism is a very important factor for motivation. In addition to that teachers support and help is vital for student motivation for learning foreign languages. The encouragement of students and good teacher-student relations are highly important for students' self-esteem and confidence. Students with self-esteem enjoy the learning process and are more likely to acquire the language because they are not afraid to participate in class. Students with self-esteem are motivated to use a second language in communication which makes their linguistic skills more developed. To motivate students the teacher must conduct lessons in the way which will interest them and incite their participation as shown below in a UgSL practical session in plate 5.5.below.



Plate 5.5 students learning UgSL through imitating a lecturer (in blue). Teachers support is vital in motivation and confidence building in learners.

Improvement in interaction was evidenced by some students who are interested in visiting Deaf communities to interact with fluent signers and meeting other professional interpreters as shown below in Plates 5.6. Every year students pursuing the Diploma in UgSLI programme are facilitated by the University to take part in the event of Deaf awareness week. This is the opportunity for students to interact with Deaf signers and learn from other professional UgSLIs at work. In plate 5.7, a second year student evidenced interpreting at a meeting. Napier et al. (2007) argues that regular attendance at any of the numerous Deaf clubs, social gatherings, and events where Deaf people get together share information, are the best places for practicing Interpreting. Hattie (2012) clarifies that how we work with others will be a defining characteristic of how intelligent we effectively are and this provides the simplest way for us to learn by watching others.



Plate 5.6: Interaction with the Deaf community. Plate 5.7: interaction-Second year student

Above: evidence of interaction with the community and learning out of classroom. Plate 5.6: UgSLI students join Deaf awareness week event in Mukono October 2015. Plate 5.7: a second year student interacting with Deaf signers at the Deaf Link SACCO meeting May 2015.

Lave and Wenger (1991) highlights that learning involves a process of engagement in a “community of practice”. Learning being solely an individual activity, it is achieved largely from each person’s experience from everyday life. As a result of being part of these communities of practice, we learn about new ideas, skills and experiences along the way as a natural part of the process. As a strategy for enhancing practical engagement in communities of practice, the Diploma in UgSLI students annually join Deaf awareness week event as part of learning to supplement on theory from lectures. The event has different activities which include debates, presentations on topics related to interpreting, Deaf education and Disability in general.

In addition to that, Markwell (2003) highlights that engagement with learning occurs where students feel they are part of a group of students and academics committed to learning where learning outside classroom is considered as important as timetabled and where students actively connect knowledge to the subject matter. Similarly Oyoo (2016) in the daily Monitor, his article titled “skills taught at institutions should be relevant to labour market”. It’s highlighted that connecting learning at school with reality enables students to gain more knowledge and

skills when they are engaged in stimulating projects. With projects, students use higher order thinking skills rather than memorising facts in an isolated context without a connection to how and where they are used in the real world. Learning by doing is recognised as one of the best systems of education in the world today.

Role models from the Deaf community /guest speaker's involvement in teaching and learning processes was not fully implemented. Only two role models were invited within the semester. As revealed by lecturers in the follow up meeting, resources for inviting the speakers were not budgeted for as it used to be done. It was agreed that the HOS should always forward the budget before the semester begins as implementing this is in line with the curriculum. Napier et al. (2007) recommends that students should spend more time in the presence of native Sign Language users because they learn the culture as well.

Evaluation also revealed that students should be engaged in more practical or real live interpreting situations apart from the lecture room sessions. In agreement Chickering & Gamson (1999) on active learning states that students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must apply it to their daily lives. They must make what they learn part of themselves through active learning which occurs outside the classroom through internships and independent study.

Such interpreting situations out of classroom include TV setting, workshop or conference and meeting interpretation. Lecturers on the other hand recognised that this needs the section to forward the budget earlier to the HOD before the opening of the semester and action should be taken in future for students to have study tours or where they can be engaged in the real interpreting activities. It was agreed that all lecturers should note down all requirements they need for conducting practical sessions and forward to the Head of section so that she/he can take action. According to constructivist theory we learn by doing. What the learner does is important than what the teacher does, teaching is just a means to an end, its learning that counts. Supported by Kalina (2001) who stresses that interpreter trainers' methodology used in interpreting classes should be real life with all difficulties of live interpreting.

7.1.3.4 Time management

Prompt time keeping was implemented by some lecturers and students in semester two while it was revealed that some lecturers dodged. However compensation of some missed lectures was done towards examination time. Criticising the habit of dodging, Weatherly et al, (2003) argues that all lecturers/ tutors should demonstrate passion for teaching by providing a stimulating environment, giving demonstrations, checking understanding and providing whole class, group and individual practise in using and applying skills and knowledge. Similarly, Kristmanson (2000) affirms that an effective learning environment can be achieved by encouraging and supporting students at all times especially when they are struggling or lacking confidence in certain areas.

In addition to that, a policy was put in place and agreed upon by stakeholders that any late comer after 30 minutes should not be allowed to sign on attendance list. After this time the student should be considered as absent and should not be allowed to sign attendance sheet. After missing several times, the student should write an apology letter to the lecturer. Furthermore, if the student has not attended a course unit at least 75% of the allocated contact hours, the lecturer will bar him/her from sitting the examination. Students were advised to abide by the regulations as it prepares them for the real world of work because time-management is one of their codes of conduct.

As a way to monitor time-management, a “Time management template” as shown in appendix J was used for checking time among lecturers and students. This have been used alongside the students attendance sheets commencing semester one august 2016. It was noted that in the first week of semester one, the lecturers started teaching while attendance of students was low. It is evident that lecturers turned up in the first week than waiting for the number of students to increase. This was a big achievement compared to the past before this conducting this study. However, some lecturers who failed to turn up would communicate with the coordinators or give students work to keep them busy.

7.1.3.5 Time for course works and feedback

Prompt feedback on course works was implemented though some lecturers gave feedback towards examinations thus students had limited time to revise or discuss in groups in order to improve their performance. Gibbs and Simpson (2004) is of view that the feedback should be timely in that it should be received by students while it still matters to them and in time for them to pay attention to further learning or receive further assistance. Furthermore a teaching method which places great emphasis on immediate feedback at each stage of a student's progress through course work, has been demonstrated in many studies to improve student performance (Kulik et al., 1980 as cited in Gibbs & Simpson 2004). I am in agreement with this; If students do not receive feedback early enough they will not have enough time for consulting friends and checking other sources.

Similarly, Dam-Jensen and Heine (2009) observes that a student is motivated through his /her own performance since he /she learns from practice and mistakes. In a practical lesson students need encouragement in order to keep on trying and the ability for retention is high when corrections are given. A recent study at the Open University suggested that maintaining motivation was the most important and influential issue for new students for their first assignment in a course (Gibbs & Simpson, 2002 as cited in Gibbs & Simpson, 2004). Relating this to my experience, some students end up withdrawing and changing the programme of study because of lack of motivation believing that the course is complicated.

Furthermore it was revealed that some lecturers did not return coursework results. According to my observation, the Head of HI section should always use evaluation forms after every semester to check on students' progress. In addition to that she/he should send reminders to lecturers on submission of coursework results to students and demand a copy for her file. Black and Williams (1998) as cited in Gibbs and Simpson, (2004) highlights that comprehensive review of formative assessment emphasizes the extraordinarily large and consistent positive effects that feedback has on learning compared with other aspects of teaching. In support, Chickering and Gamson (1999) as cited in Gibbs and Simpson (2004) notes that prompt feedback is central to learning and improving performance.

Through an interaction one student was quoted as saying “my coursework results in practical are always low”. Gibbs and Simpson (2004) explains the problem associated with both marks and feedback being provided that a grade is likely to be perceived by the student as indicating their personal ability or worth as a person and tells you, primarily where you stand in relation to others. My observation here is that the student sometimes relaxes without consulting friends and trying her best to improve. In addition to that, negative and positive comments can affect a student’s retention and performance. Relating to my personal experience, some students who show dissatisfaction with marks try to compete and pull up while others tend to lose interest in the subject.

On assessment of students, it was discovered that in one practical course unit, students were given theory instead of practical course work. The examination too had more theory than practical. This could be the reason why workplaces are not satisfied with the graduates as the situational analysis highlighted.

5.1.3.6 Validation and dissemination of findings

Stakeholders in plate 5.9 below sharing findings from the action research study. Participants included professional graduates and Deaf employers from workplaces where the situational analysis was conducted, lecturers, administrators, first and second year students. Evaluation paved a way forward and recommendations were made.

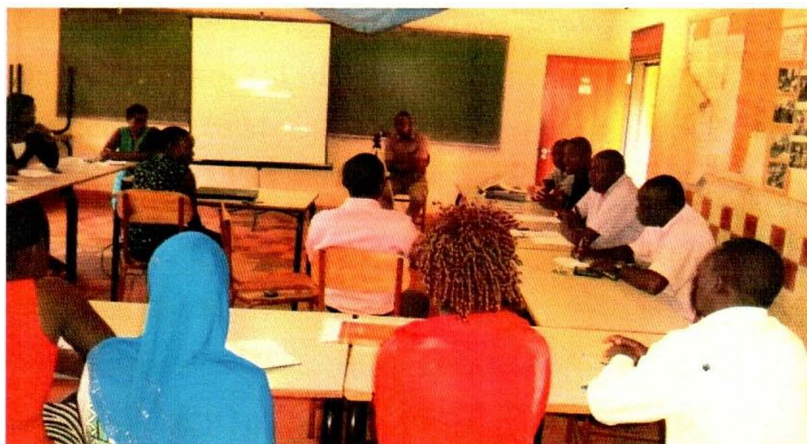


Plate 5.9 validation and dissemination of findings 19th September 2016

7.2 Conclusion

There is evidence that most of the challenges presented by stakeholders at the future workshop of October 2015 at the Department of SNS, now after one year have been addressed. As agreed at the dissemination of findings workshop by stakeholders, the policy that no student should sign attendance list after 30 minutes, wiped out the challenge of time management. If the Section continues to hold monthly meetings, conduct evaluation every semester and encourage team work among lecturers in addition to securing a laboratory, for practicals this can address other challenges and wipe them out. Since action research is cyclic, the stakeholders should not relax after wiping out challenges but reflect on the second category of challenges that were identified; plan again, take action, implement, evaluate and reflect till when all the challenges are minimised. This would lead to improvement in the teaching and learning processes for the Diploma in UgSLI programme.

5.3 Recommendations

The following recommendations were put forward and agreed upon by all stakeholders at a meeting to disseminate findings.

The Section should make a policy for all lecturers Hearing and Deaf plus students to express themselves in UgSL inside lecture room, office and outside the lecture room than encouraging students alone when the lecturers who are fluent are reluctant to sign.

DSLII students should be encouraged to meet Deaf persons at gatherings like church, Deaf week, weddings, other programmes and volunteering to interpret because through interaction with Deaf community, they may build confidence and more vocabulary learnt.

Allocation of UgSL Lab is vital at the Department for keeping equipment and materials. This can serve as an alternative for groups /individual UgSL practice since the lecture room is always busy throughout the day. Students need such a room to spend their free time watching relevant TV programmes, videos in UgSL and interpretation.

Training of lecturers and students in ICT in order to update their knowledge and skills in areas essential in teaching and learning processes.

General evaluation should be conducted every semester by the Head of Section to find ways of improving the course. In addition to that, administrators and lecturers should have time to meet students at least once a semester to hear their challenges.

The Section should make a budget for the following: facilitation for Deaf role models/guest speakers, study tours to Deaf communities and workshops, updating learning equipment /technology to replace the out-dated ones in use.

Team work among lecturers and regular Section meetings can pave way to improve the teaching and learning processes. Lecturers should always communicate to class coordinator in advance about his /her absence.

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APPENDICES

Appendix A: Action plan 2015/2016

Activity	Oct 2015	Nov 1015	Dec 2015	Jan 2016	Feb 2016	Marc 2016	Apr 2016	May 2016	June 2016
Obtaining a letter of introduction Meeting workplace supervisors, HOD, HOS. Identifying participants									
Permission to conduct study Visit and hold an interactive interview with the world of work graduates and employers									
Meetings with stakeholders at workplace, planning, conducting future workshop									
Proposal writing and reading related literature									
Summing up, mock, presentation to the panel and approval									
Implementation and follow up meetings									
Thesis writing, reading related literature									
Summing up. Validate results with stakeholders and evaluation									
Mock presentation, viva presentation and final thesis.									

Appendix B: Budget

Item	Quantity	Unit cost	Amount
Future workshop			
Communication			
Modem	1	90,000	90,000
Airtime (for modem)	5	5,000	25,000
Airtime (Communication)	10	5,000	50,000
Stationery			
Log book	1	10,000	10,000
Printing letters and photocopying	48	200@	9,600
Printing proposal and binding	3	30,000	90,000
Memory cards	2	40,000	80,000
Pack CD's	1	30,000	30,000
Flash disk 16 Gb	1	80,000	80,000
Flip chart	1	25,000	25,000
Markers	1pck	10,000	10,000
Masking tape	1	5,000	5,000
Refreshments(2work shops)			
2 soda crates @ workshop	2	50,000	200,000
2 water cartons @workshop	2	10,000	40,000
4 (packs) Cakes @workshop	2	25,000	100,000
Sign language interpreters (2)			
Transport to WoW (5 orgn's)	2	10,000	100,000
Lunch and water (2 days @ org)	2	5,000	50,000
Workshop validation/evaluation			
Break tea and snacks	37	2,000	74,000
Lunch	37	5,000	185,000
Sodas (2 crates)	2	25,000	50,000
Water (boxes)	2	10,000	20,000
Transport refund	37	25,000	925,000
Sign Language Interpreters	3	50,000	150,000
Communication (airtime)	1	50,000	50,000
Memory cards	2	40,000	80,000
Memory storage disc	1	200,000	200,000
Flip chart	1	25,000	25,000
Marker(packet)	1	10,000	10,000
Printing thesis and binding			
	3	55,000	165,000
Total cost			3,308,600

Appendix C: Interview Guide Questions for Professional Practicing UgSL Interpreters at Workplaces

- 1- How long have you worked for the Organisation /Institution and Deaf community at large? Did you have prior experience before being appointed by the organisation /Institute?
- 2-What other duties are assigned to you as a SLI in the Organisation/institution?
- 3-Relating to your personal experience in different interpreting settings, what challenges do you face? What experience have you gained?
- 4-What is your preferred area of specialisation in interpreting? Why?
- 5-Do you get advice relating to your service provision from consumers, colleagues or your employer? What advice do you get?
- 6-To what extent do you find knowledge from the DSLI course beneficial to you as a SLI?
- 7-What do you feel should be included in the DSLI programme /course from your working experience?
- 8-Which area do you feel should be improved upon in DSLI course focusing on teaching and learning process for better performance/service delivery to the deaf community? Why?
- 9-When you were studying at KYU, were your expectations met/goal achieved? If not what do you think should be done?
- 10-What problems were encountered in the teaching/learning process during your course of study? What do you think should be done to improve the teaching and learning process?
- 11-What do you think should be done to improve on the methods used in assessment?
- 12-Any other issues regarding teaching and learning you would like to share?

THANK YOU

Appendix D: Interview Guide for Employers of Professional Practicing UgSL Interpreters at Workplaces

- 1-What situations do you use a SLI interpreter? Where and how?
- 2-When did you appoint a SLI? How long have he /she been serving your organisation?
- 3-What other roles are assigned to the SLI? What about workshops, who arranges interpreting services?
- 4-To what extent do you feel he /she works under professionalism?
- 5- Are you satisfied with the services provided by UgSLI in your organisation and the Deaf community at large?
- 6-What competence do you expect SLI to exhibit at your workplace, workshops and meetings?
- 7-Are the competences required by the Deaf community exhibited by the SLI graduates? If not Why?
- 8-What do you think can be done in order to produce competent graduates?
- 9-Does the SLI at work perform according to your expectations?
- 10-Any other issues concerning work and the SL interpreting that you would like to share?

THANK YOU

Appendix E: Focus Group Discussion Guide for Stakeholders at the Future Workshop

- 1- Are your expectations met during the course of study? If not what do you think should be done?
- 2- What are the problems encountered in the delivery of content?
- 3- How the curriculum content relevant to the world of work?
- 4- What comments do you have on the resources used in teaching /learning process? materials, textbooks, internet, technology.
- 5- What do you think should be done to improve the teaching and learning process?
- 6- How do you assess competence of learners?
- 7- What are the challenges faced during assessment?
- 8- What are your comments on the methods used in assessment?
- 9- What do you think should be done to improve on the methods used in assessment?
- 10- What do you think can be done in order to produce competent graduates?

THANK YOU

**Appendix F: Evaluation Form for Students, lecturers and administrators on
Implementation of Work Plan from November 2015 to May 2016**

Dear Participant,

As one of the stakeholders in action research in evaluation of the teaching and learning processes of the Diploma in UgSLI programme, you are requested to participate in an evaluation on implementation of solutions to challenges following a 6 months action work plan as presented below to guide you in giving feedback.

I wish to encourage you in this action research study to be open, honest, clear and direct in responding if you observed any changes individually or as a group. All contributions are highly appreciated and confidentiality will be observed.

Mark with a tick to match the statement according to the three choices.

Attitude	Strongly agree	Fairly	Disagree
Student's acceptance of profession			
Career guidance by teaching staff			
Improvement on interaction			
Role models from Deaf community invited (guest speakers, resource persons)			
Passion			
Motivation towards trade by lecturers			
Building confidence			
Respect for cultures			

1- If you have marked disagree why was it not satisfactorily implemented?

.....

.....

.....

2-What are your suggestions for improvement on the above?

.....

Communication Gap	Strongly agree	Fairly	Disagree
Limited(basic) sign language by students (1 st years) improvement is observed			
More practical for students to improve UgSL skills were conducted			
Engaged other modes of communication to perfecting UgSL skills			
Lecturers send hand outs through emails			
Coordinator's airtime for communication implemented			

1-If you have marked disagree why was there no improvement on the activity?

.....

2-What are your suggestions for improvement on the above?

.....

Poor Time Management	Strongly agree	Fairly	Disagree
Prompt time keeping by students and lecturers			
Motivation			
Attendance registration after 30 minutes			
Agreement with lecturers on course works, time frames, postponing lessons			
Video conferencing			
Prompt feedback to course works			
Proper utilization of time by the learner/students			
Generators and inventors to perform practical at the right time of the day			

Compensation of lectures missed by the lecturers			
Switching off phones during class time was observed			

1-If you have marked disagree why was there no improvement in the activity/activities?

.....

2-What are your Suggestions for improvement on the above?

.....

Limited Time for Course Works	Strongly agree	Fairly	Disagree
Give duration (specific) for course work (3 days practical 2-3 weeks theory)			
Feedback given in time			
Prompt assessment			
Saving device (Flash disks)			
Remedial course work			

1-If you have marked disagree why was there no improvement in the activity/activities?

.....

2-What are your suggestions for improvement on the above?

.....

Any other recommendations you wish to make to help us improve the teaching and learning processes?

.....

THANK YOU

Appendix G: Minutes from Follow up Meetings with Stakeholders on 15th April 2016

Meeting for Stakeholders from Hearing Impairment Section on Action Research Implemented Activities that took place on 15/04/2016

Participants in attendance

In attendance were 23 participants including lecturers, students, and administrators of the Diploma in UgSLI programme

Agenda

1. Communication.
2. Review of the work plan on proposed implemented activities
3. What have been implemented? What have not been implemented and why?
4. Suggestions on what should be done and way forward.

Minute 1: Communication

- The researcher welcomed stakeholders
- Informed them that they are free to open up in discussion
- Reminded them that it was an action research follow up from November 2015 to April 15th

Minute 2: Review of work plan on proposed implemented activities

What have been done (Communication gap-implemented)

More time for (from twice a week to 4 times a week) practical sign Language lessons have been conducted for first years

Students have improved in communication /signing

Minute 3: What have not been implemented (Attitude)

Building confidence through

- Exposure in order to gain confidence

- Interaction in class and outside with lecturers
- Teaching method- voicing vs signing
- Live interpreting (TV) setting
- Students still fear to approach some lecturers because they still lack confidence
- Some students lack confidence because they are naturally shy
- No respect for cultures (general issue staff engagement in talks leaving deaf out)

Suggestions on what should be done?

Teaching approach

- Discuss other issues in class apart from teaching
- Interaction with lecturers inside and outside lecture room
- Interaction with the deaf community especially fluent signers with in and out of university
- Relate experience like TV interpreting; students need to interact with a TV interpreter to share experience or touring to any TV to learn practically (Letter sent to UBC waiting reply-**action** students to practice this before exams)

Time management: What have been implemented?

- Compensation of missed lectures
- Phones in silence

What have not been implemented?

- No improvement in time management (situation getting worse) students blamed weather
- Forward attendance sheets to the Head of Department
- Students should stay out if 30 minutes late
- Some course works not given in time
- No feedback given by some lectures yet

Suggestions on what should be done

- Democratic voting on whether to stay out once late

- In case a student happens to be late, he/she should communicate to the lecturer or class coordinator
- If a lecturer continue missing, the coordinator should inform administration (HOD)
- Holding monthly meetings to evaluate the lecturers' teaching and students' learning
- Students free to report any issues regarding lecturers as administration will not reveal the student's name to avoid being victimized.
- **NB. other arising issues-** For part time lecturers whenever a strike arises, after conducting a lesson, one should have proof like attendance list of students on that date.

Feedback on coursework

- Some lecturers provide feedback while others have not responded yet.
- Inadequate materials

Suggestions on what should be done

- Give students feedback in order to be confident in exams and to know where to put more efforts during exams
- Students should utilize available materials like personal phones to record voicing or signing

Minute 4 Way forward from HOD

- Encourage students to improve on time management, motivation, interaction, watch Tv news setting
- Should have a brief meeting to see how to implement the rest which have not been implemented
- Encouraged students to feel free to approach administration whenever there is need or concern that needs urgent action
- Assured students about confidentiality in case a student raised an issue, he would not disclose his /her name

Appendix H: Minutes from a Follow up Meeting with Lecturers and Administrators

Meeting for Lecturers of the Diploma in UgSLI Programme held on 25/04/2016 to Discuss the Way Forward for Solutions to Challenges not yet implemented.

Attendance

In attendance were 6 lecturers who focus on the Diploma in UgSLI programme

Agenda

1-prayer

2-Communication

3-Review points from previous meeting on issues not implemented

4- Way forward

Minute 1: Prayer

The short prayer was led by the chairperson for the meeting

Minute 2: Communication

- Welcomed members
- Asked each member to have a copy of previous minutes
- Informed members to check points which are not yet implemented

Minute 3: Points reviewed

Building confidence of students through: exposure, practicals (voicing and signing), students fears to meet some lecturers, TV interpreting, time management, coursework feedback given in time, missing lectures

Minute 4: Way forward

1-Exposure of students in order to gain confidence

- Students should be encouraged to attend gatherings like church, events and meet deaf people to gain confidence in signing.

2-Practicals (voicing and signing): It was suggested that the section should make a budget earlier for requisition of the following to the HOD in order to be included in the financial budget for:

Purchasing voice recorders

- Purchase of decoders for students to watch interpreters on TV news
- Funds for changing/transfer all old materials to suit new technology
- Facilitation to presenters/Deaf models
- Facilitate field visits (TV interpreting/live settings, seminar /workshop interpreting, other relevant settings in interpretation)

Meanwhile as this takes a long time, for now lectures should encourage students to actively practice using available resources like newspapers with guidance from lecturers

- Lecturers for the time being should cooperate/co work during all practical lessons to give students comments on where to improve

3-Students fears to meet some lecturers

- Each lecturer at least should have a dialogue with each student and evaluate individuals weaknesses

4-It was agreed on time management and missing lectures

- Lecture should compensate missed lessons
- Give students work to keep them busy when not around
- Send messages to inform students about his /her absence
- Course work results to be given before exams

5- It was agreed that the section will always hold monthly meetings every last week of the month.

Without any other business the meeting closed at 2pm.

Appendix I: Minutes from Validation and Dissemination of Findings Workshop on 2nd September 2016

Dissemination of findings and way forward for the action research on improving teaching and learning processes of UgSLI programme on 2nd September 2016

Participants in attendance

In attendance were 25 stakeholders including professionals from the world of work and their employers, lecturers, administrators and students

Agenda

- 1) Introductions
- 2) Presentation of findings
- 3) Comments and recommendations
- 4) Way forward
- 5) Closure

Minute 1: Introductions

Introductions were made since some members from organizations where situational analysis was conducted were not familiar with students. In attendance were members from Uganda National Association of the Deaf (UNAD), National Union of Women with Disabilities in Uganda (NUWODU)/INSPIRE and Immanuel Church of the Deaf (ICD)

Minute 2: Presentation of findings

Findings were presented though some positive changes have been observed like

- More practical lessons conducted
- Improvement on interaction with the Deaf communities
 - Role models from Deaf community
 - Feedback on course works
 - Compensation of lectures
 - Motivation towards the trade
- Confidence building

However little or nothing have been done on the following according to evaluation conducted in May 2016 of which the following issues was the major concern to agree on way forward:

- Time management by students and lecturers
- Career guidance by lecturers
- Lecturers sending handouts through emails
- Proper utilization of time by the learner/students
- Generators and inventors

Minute 3: Comments and recommendations

- On motivation, it was noted that some students may not have interest in the profession because sometimes it may be pressure from parents to take the course or from admissions office allocating the course to student without applying for it.
- Lack of motivation, students get discouraged from SLI graduates about low and poor payment of professional Sign Language interpreters by some institutions.
- Therefore it was recommended that admission office should honor those who apply for the course, if few but with objectives could be better than training more than that but have no interest in the profession.
- Partners like UNAD and other social organizations should identify people with interest, in addition to that, these institutions and partners should lobby government to consider payment of UgSLI by public service in different settings.
- On time management graduates of the course recalled that time management was a must and any late comer after 30 minutes could stay out till when the lesson ended and would be considered as absent since no signing of attendance and the consequence if you have not attended 75% the lecturer would bar you from sitting the examination. Therefore the present continuing students were advised to abide by the law as it prepares them for the real world of work.
- On room for students to record video sessions, the HOD suggested the Audiology room near canteen but some members felt that it could not be possible to carry TV and

accessories. Another member commented that the room has equipment and materials thus not enough.

- However other member commented that the room for video recording and watching videos should be convenient and can be used for lectures as the current room 15 is so busy and other courses are allocated to the same room for lectures leaving the DSLI students with no room for recordings and above all less hours timetabled for the UgSL practical course unit.
- In response another member recalled last semester during the workshop, the dean promised a room formerly used for students of Certificate in Audio Video, though HI used it for a short time and the responsible person requested for an official letter to use in order to continue using it.
- It was noted that planning and budgeting for role models should be done earlier enough
- On time management the HOD commented that as for lecturers, meetings have been held and in case if any one missed lecturers he/should compensate

Minute 4: Way forward (Action points to be implemented)

- On time management: it was resolved that we need to put a policy: students should not be allowed to enter after 30 minutes. After missing several times, the student should write an apology letter to the lecturer.
- Student's coordinators who were tasked to keep attendance list could favour some friends, therefore the lecturer cross out those who missed daily.
- More interaction with the Deaf community but not to rely on class lectures only.
- On lack of room for recordings and focusing on UgSL practicals, the Section requested the HOD to follow up with Dean and give the section feedback
- On less vocabulary for medical, legal and education, way forward: the section to start Bachelors programme which can be a solution because it has areas of specialization thus giving students enough vocabulary depending on area of specialization.

Minute 5: closure

The meeting closed at 12:00noon

Appendix J: Time-Management Template

TIME MANAGEMENT TRACKING TEMPLATE FOR SEPTEMBER 2016

Time	Monday	Tuesday	wednesday	Thursday	Friday
22 nd to 26 th	W 22/8/2016	E 23/8/2016	E 24/8/2016	K 25/8/2016	1 26/8/2016
8:00-10 am			DSI 211 ✓ -Lecturer punctual -Low turn up of students	DSI 211 ✓	
10-12pm					DSI 215 ✓
11:00-1pm	DSI 212 ✓ -Lecturer in time -Low turn up of students	DSI 214 ✓ -Lecturer managed time -Low turn up of students	DSI 213 -Lecturer absent -Students present but no lecture	-Lecturer came in time -Few students present	-Lecturer managed time -Low turn up only 7 members H present
COMMENTS	U	U	N	C	H
2:00-4pm	DSI 213	DSI 212			
4:00-5pm	Lecturer absent -Students present but no communication	DSI 212 -Lecturer absent -Students turned up but no lecture			
COMMENTS					
29 th to 2 nd	W 29/8/2016	E 30/8/2016	E 31/8/2016	K 1/9/2016	2 2/9/2016
8:00-10:00 am			DSI 211 ✓ -lecturer in time -Students turn up in big numbers	DSI 211 ✓	
10:00-12:00 pm					DSI 215
11:00-1pm	DSI 212 ✓ -Lecturer punctual -Student J turned up in big numbers, 13 L present	DSI 214 -Lecturer absent -Students present but no lecture	DSI 213 -Lecturer absent -Students present but no lecture	-lecturer active on time management -poor time management to majority of students came 10:45 am	-lecturer did not turn up -Students present but no lecture
COMMENTS	L	U	N	C	H
2:00-4:00pm	DSI 213 ✓	DSI 212			
4:00-5pm		DSI 212			
COMMENTS	-Lecturer present -Students had the zeal to learn, big number present	-Lecturer absent -no communication to students present			
5 th to 9 th	W 5/9/2016	E 6/9/2016	E 7/9/2016	K 8/9/2016	3 9/9/2016
8:00-10:00 am			DSI 211 ✓ -Lecturer committed to conduct lessons in time -poor time management to some students	DSI 211 ✓	DSI 215
10:00-12:00 pm					

Appendix K: Photography Consent Form

Research title: “Evaluating teaching and learning processes for the Diploma in Ugandan Sign Language Interpreting programme”. A case study of the Department of Special Needs Studies, Kyambogo University

I hereby give permission to the researcher to take photographs during follow up activities as one of the stakeholders in the action research study at the Department of Special Needs Studies. The photos will be used for research purposes as proof and evidence of activities carried out.

By signing this consent form, am allowing the researcher to capture my photograph(s) that will be used in this action research study.

No.	Participant Name	Registration Number	Signature

Date.....

ame.....Signature.....

Researcher’ name: Busingye Bonnie Signature.....

Appendix L: Audio Video Consent Form

This is an action research study on “Evaluating teaching and learning processes for the Diploma in Ugandan Sign Language Interpreting programme”. A case study of the Department of Special Needs Studies, Kyambogo University. The study involves audio /video recording of your participation as a participant / respondent. Neither your name nor any other identifying information will be associated with the video/audio recording of the transcript. Only the research team will be able to listen /view the recordings. The tapes will be transcribed by the researcher and erased once the transcriptions are checked for accuracy. Transcripts of your participation may be reproduced in whole or in part for use in presentations or written products that result from this study.

By signing this consent form I am allowing the researcher to audio /video tape me as part of this research. I also understand that this consent for recording is effective until the end of this study.


S/No.	Participant Name	Address	Signature

Researcher' Name: Busingye Bonnie

Date.....

Signature.....

Appendix M: Research Supervision Template


KYAMBOGO UNIVERSITY
 P. O. Box 1 Kyambogo, Phone: 041-285001/2 Fax: 041-220464
 www.kyambogo.ac.ug
FACULTY OF VOCATIONAL STUDIES
Masters in Vocational Pedagogy Programme

RESEARCH SUPERVISION TEMPLATE

Date: 15/4/2016

Candidate Information

Student Name:	<u>BUSINGYE BONNIE</u>
Reg. No.	<u>1410129111 / GRUPIPE</u>
Phone No.(s)	<u>0185894617</u>
Email:	<u>bonnieben2002@yahoo.com</u>

Workplace/Institutional Supervisor's contact details

Name:	<u>Dr. Okazput Stackus</u>	Phone no.	<u>0772 42 46 47</u>
Email Address:	<u>stackus@gmail.com</u>		

Mentor's contact details

Name:	Phone no.
Email Address:	

Venue for meeting Room 15 (NS) Scheduled time of meeting 11:00am - 1pm

Research Area under discussion (Topic of focus) meeting stakeholders
Follow up on solutions to challenges from future workshop
last semester November

Progress from previous discussion

Learn more and some progress has been made please refer to
the workshop on the role of the faculty members and
ISSUES that need more attention

Way forward

Meeting students group alone and staff group
separately before evaluation

Date for next meeting:

Name of Supervisor: Dr. Okazput Stackus Signature: [Signature]

Name of Mentor/s: Wycliff Edwin Lusimbi Signature: [Signature]

Student's Signatures: [Signature]

Supervisor: Dr. Kitalo-Kinyi Sam

[Signature]

Appendix N: Letter of Introduction



KYAMBOGO UNIVERSITY

P. O. Box 1 Kyambogo, Phone: 011 285001; 2 Fax: 041-220161

www.kyambogo.ac.ug

FACULTY OF VOCATIONAL STUDIES

DEPARTMENT OF ART & INDUSTRIAL DESIGN

MASTERS IN VOCATIONAL PEDAGOGY PROGRAMME

15th October 2015

The Dean,
Faculty of Special Needs & Rehabilitation
Kyambogo University

Dear Sir,

REQUEST FOR AN INTERACTION WITH WORK - RELATED ACTIVITIES IN THE DEPARTMENT OF SPECIAL NEEDS STUDIES

The Masters in Vocational Pedagogy is an action research oriented programme geared towards building capacity in form of competent/human resource that is urgent Need for the development of Vocational Education and Training in both Uganda and the region at large.

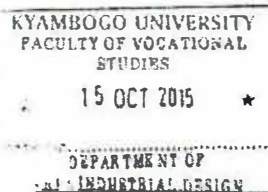
As part of their studies, the students of this programme are required to understand what "work" is, and to develop competence in work related research activities.

The purpose of this communication is in three folds;


1. Introduce to you **Ms. Bonnie Businge** who is currently pursuing a Masters in Vocational Pedagogy he will be undertaking his action research project in the Department of Special Needs studies for a duration of 3 weeks.
2. Request you allow the student and his mentor/supervisor an interaction with work related activities carried out at your workplace.
3. Request you to allocate some staff who can guide him while undertaking the action research activities.

Yours faithfully,


Chris Serwanika
Coordinator, Master in Vocational Pedagogy
NORHED MVP Project



cc: H.O.D. Special Needs Studies


KYAMBOGO UNIVERSITY
P. O. Box 1 Kyambogo University Tel: 0414 287117
Faculty of Vocational of Studies
Department of Art and Industrial Design
Masters in Vocational Pedagogy

30th May, 2016

.....

.....

RE: INTRODUCTION OF BUSINGYE BONNIE.

This comes to introduce to you **BUSINGYE Bonnie** a student of Masters in Vocational Pedagogy (MVP) Programme at Kyambogo University. This student bears registration no. **14/U/129111/GMVP/PE** and in ~~his~~ final year. As a requirement for graduation, this student is expected to carry out Action Research through a collaborative process with World of Work.

Any support rendered to him is highly appreciated.

Looking forward to your usual support.

Yours Sincerely,


* **Chris Serwanika**
Project Coordinator, NORHED MVP Program
Masters in Vocational Pedagogy Program

APPENDIX O: Notice of Submission of Thesis

The student to submit three (3) copies of this form and submit it to the Graduate School

To: The Chairperson, Kyambogo University Graduate School Board

FROM: Student's Name: BUSINGYE BONNIE
Registration Number: 1411179111 GMVPI PE
Student Number: 14102012911
Department: DEPARTMENT OF ART & INDUSTRIAL DESIGN
Faculty/School: FACULTY OF VOCATIONAL STUDIES
(Part Time/Full time) FULL TIME

I propose to submit my thesis (MAG, MARS, MBA, MEd PPM, MAH, MSc, SCM, MSP, MOPP or PhD) For examination on or before Day: 30th Month SEPTEMBER Year: 2016

Area of Specialization: UGSL Interpreting (e.g. Sport science, Literature etc)
Thesis Title: IMPROVING TEACHING & LEARNING PROCESSES FOR THE DIPLOMA IN UGANDAN SIGN LANGUAGE INTERPRETING: A Case Study of the Department of Special Needs Studies, Kyambogo University

Student's signature: Busingye Bonnie Date: 25/08/2016
Comments from the following:

(a) **Principal Supervisor:**


The student is ready to submit by the stated date

Name: Dr. Okwera Stacey
Sign: Stacey Date: 26/8/2016

(b) 2nd supervisor(s) comments:

The student's report will be ready for submission by the date indicated above.

Name: Dr. Loutals Kingi Sam

Sign:  Date: 26/05/2016

Programme Coordinator

Bonny has reflected a steady progress in her research study and will be in position to submit her thesis.

Name: Carol Fawcett

Sign:  Date: 26.08.2016

Chairman Departmental Graduate & Research Comments:

Our recommended grade is per supervisor and coordinator let her go on

Name: Philip Ennel

Sign:  Date: 26/8/2016

(c) Chairman Faculty Graduate & Research Comments:

On steady progress and will submit as proposed

Name: Assoc Prof. Boko BWA

Sign:  Date: 26/8/16