

**The accessibility of Further Education and Training Colleges to South African Sign Language users in KwaZulu-Natal**

**By**

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**Date: 10-12/2018**

## **DECLARATION**

I, Nqobile Lovable Sawula, hereby declare that thesis entitled “The accessibility of Further Education and Training Colleges to South African Sign Language users in KwaZulu Natal” is my own work and has never been submitted for any other degree at any institution or published in any form.

Signature:

A black rectangular box redacting the signature.

Date: 06-12-2018

## **ACKNOWLEDGEMENTS**

I am extremely thankful to my Lord and Saviour, Jesus Christ of Nazareth for his love and mercy towards me day after day. May his name be forever praised, Amen.

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## **DEDICATION**

This work is dedicated to God Almighty, who is the author and finisher of my life, my husband, for his continued love and support, as well as my daughters, Ngcwele and Sisipho, who are dearest to my heart.

## **ABSTRACT**

After twenty-four years of democracy, the predicament of people with disabilities has finally become part of the transformation agenda. There has been a growing acceptance that people with disabilities can play active roles in both transforming their own lives and contributing to society. For this to transpire, access to proper education and training opportunities is fundamental. There is thus a need for higher educational institutions to divest themselves of all forms of discrimination against those with disabilities. This requires that people with disabilities be given equal opportunities to enter higher education programmes and to succeed in them.

Despite the strong legislative and policy framework for addressing disability in the education sector, access to higher education for disabled students, particularly the South African Sign Language (SASL) users, is believed to be limited. Using the Social Model of disability, this study seeks to investigate the accessibility of Further Education and Training (FET) Colleges to SASL users in KwaZulu-Natal (KZN).

In this investigation, a total number of fifty South African Sign Language users filled in questionnaires and two representatives from Further Education and Training (FET) Colleges in KwaZulu-Natal were interviewed.

This study targeted SASL users who were out of school and wanted to further their studies at higher education institutions. The participants were recruited by inviting all d/Deaf and hard of hearing people from the four selected Deaf organizations/associations in KwaZulu-Natal to participate in the study.

The study undeniably reveals that FET Colleges are not accessible to SASL users in KwaZulu-Natal. This is because FET Colleges in KwaZulu-Natal do not provide access services like SASL interpreters for the d/Deaf community, which violates d/Deaf people's right to education and is a barrier to the d/Deaf students who want to further their studies. Furthermore, this research identified that the Deaf community in KwaZulu-Natal is not well informed about devices that can be used to assist them in classrooms in order to access information.

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## **LIST OF ABBREVIATIONS**

ABET –	Adult Basic Education and Training
AET –	Adult Education Training
ASL –	American Sign Language
CODA –	Children of Deaf Adults
DBE –	Department of Basic Education
DeafSA –	Deaf South Africa
DHET –	Department of Higher Education and Training
DUT –	Durban University of Technology
ECD –	Early Childhood Development
FET –	Further Education and Training Colleges
GET –	General Education and Training
IREC –	Institutional Research Committee
IT –	Information Technology
KZN –	KwaZulu-Natal
NGO –	Non-governmental Organisation
NZSL –	New Zealand Sign Language
PanSALB –	Pan South African Language Board
SANDA –	South African National Deaf Association
SASL –	South African Sign Language

- SASSA – South African Social Security Agency
- SLED – Sign Language Education and Development
- TVET – Technical and Vocational Education and Training
- UFS – University of Free State
- UN – United Nations
- UNESCO – United Nations Educational, Scientific and Cultural Organization
- UNEVOC – International Centre for Technical and Vocational Education and Training.
- USA – United States of America
- WFD – World Federation of the Deaf
- WHO – World Health Organisation
- WITS – University of the Witwatersrand

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Introduction**

This chapter focuses on the background context in which this study takes place, the problem statement, and the research focus. The overall research aim and individual research objectives are defined, followed by definitions of key terms, and the summary of research methodology. The chapter concludes with the structure of the thesis.

### **1.2 Background of the study**

From the beginning of democracy in South Africa, the predicament of people living with disabilities has become part of the education agenda. People living with disabilities are now seen as people who can actively change their own lives as well as contribute to the community (White Paper for Post-school Education and Training 2013:44). For this to transpire, they must be given equal access to proper education and training opportunities. The White Paper 3 on Transformation of the Higher Education System (1997), states that higher education needs to break all practices of prejudicial treatment against those with disabilities. This necessitates fair chances for people living with disabilities to enter programmes in tertiary institutions and to be successful in these programmes.

Currently in South Africa, access to higher education by students with disabilities, particularly the South African Sign Language (SASL) users is limited (DeafSA 2009:7). A study conducted by Swift (2012: 59) established that:

“There are two contact universities, one distance education university and one university of technology in South Africa that provide interpreter services for Deaf students out of a total of 26 public higher education institutions in the country, i.e. only 18.18% of the higher education institutions are accessible to Deaf students who require interpreter services.”

This is an indication that the policies put in place to address past discrimination practices against people with disabilities have not been implemented. These policies include the FET (Further Education and Training) Act (2006) and the Language policy for Higher Education (Department of Higher Education and Training 2002), which both stipulate that public institutions are obligated to ensure participation of disabled persons in all levels of the institutions, inclusive of both staff and students. Even though there is a low number of students with disabilities accessing higher education, it was impossible to conduct this study on all types of disabilities in all higher education institutions in South Africa due to time and financial constraints. Therefore, the researcher chose to narrow the study down by looking at Deaf students, as well as at FET Colleges, specifically in KwaZulu-Natal.

What prompted the researcher to investigate the accessibility of FET Colleges to SASL users in KwaZulu-Natal is that the White Paper for Post-School Education and Training (SA, DHET 2013: 45) reported that there were low numbers of people with disabilities in universities and colleges. A report by Sign Language Education and Development (SLED) (2013) reveals that many d/Deaf people are illiterate. Moreover, d/Deaf South African learners are excluded from higher education due to the poor quality of education or complete unavailability of education (Glaser & Van Pletzen 2012: 2). Deaf learners exit the Deaf education system without the necessary skills to enable them to further their studies. Van Rooyen (2009: 2) plainly states that many deaf learners never make it to matric and only a few reach universities. Jacobson (2015) concurs with this statement by explaining that the deaf education system is failing the deaf learners because only 12 of 43 schools for the Deaf in South Africa offer learners a matric certificate. These 12 schools are furthermore spread over three different provinces, which are KwaZulu-Natal, Gauteng and Western Cape. Because these schools are only available in three out of the nine provinces in S.A., many Deaf learners, therefore, leave school without the necessary national certificate to enter higher education. Swift (2012: 55) believes the majority of Deaf school leavers require access to FET Colleges to improve their education level in order to be considered for access to higher education. This caused the researcher to perceive FET Colleges as an essential bridge that may enable Deaf students to gain access into tertiary institutions. It also raised an important question of whether FET Colleges are accessible to SASL users or not, considering that they are the only institution

that can be used by Deaf students coming out of the deaf early education system who want to gain entry to universities. This then compelled the researcher to investigate the accessibility of FET Colleges to SASL users in KwaZulu-Natal, since they have such an important role to play in a Deaf student's education.

### **1.3 The research problem**

The research problem involves investigating FET Colleges in KwaZulu-Natal, where there seems to be limited access for the South African Sign Language (SASL) users, to see what can be done to improve access to FET Colleges, and how this could be accomplished.

### **1.4 The research focus and rationale**

Serious issues are being raised relating to potential impediments contributing to the low number of d/Deaf students in higher education. One of the contributing factors to this could be that higher education institutions do not know how to provide access and support services for d/Deaf students. It is in this regard that Gabel and Miskovic (2014: 1145) explain that when people with disabilities want to raise their voices, they are often ignored, silenced, or made obscure. Furthermore, Walt (2015: 31) states that when an institution of higher learning plan their intake of students with disabilities, many fall silent when it comes to d/Deaf students. The institutions argue that these institutions do not know how to provide access and support to d/Deaf students. The reason for this is that there are different kinds of disabilities and the word 'access' means different things to each one of them. For example, a blind student can be taught literacy using Braille, hence the student has access to education. Likewise, physical barriers can be removed or altered for those students who are physically challenged or have limited flexibility on campus, allowing them access to lecture venues and other facilities. Schamroth and Lawlor (2017: 3-7) explain that there is a vital way in which a Deaf student differs from students with other special needs: they use a different language to communicate called Sign Language. This



then means that with the d/Deaf student that it is not a matter of special requirement, but a language matter, as they do not rely on the same verbal communication as hearing students. So, for the Deaf student, access means support combined with access services such as SASL interpreters, tutors, note-takers, real-time caption, and so forth (Mazoue 2011: 25-26).

Another issue raised by Walt (2015: 32) is that management at tertiary institutions believe that interpreting services are too expensive, thus discriminating against Deaf students on the basis of their inability to hear the spoken language in the classroom. This discrimination is against Section 9 (3) and (4) of the Constitution which protects against “discrimination on the basis of being Deaf”. Aarons and Akach (2002: 162) also emphasise that Deaf students are regarded as having special needs: their special need is to have a different communication system in education. As soon as they are included, their special need can be met by precise albeit pricy measures, such as employing full-time interpreters in every lecture room where there is a d/Deaf learner or ensure that all lecturers who teach in classes where there is a d/Deaf student learns to use Sign Language. Furthermore, Swift (2012: 56) argues that often, institutions do not employ the interpreters for the Deaf, as the cost is too great considering the low number of students who qualify to enter tertiary education.

A major focus of this research will be on d/Deaf people who have finished school and want to further their studies at higher education institutions. The researcher believes that they are the perfect candidates to participate in this study since they have experienced the system of Deaf education first-hand. Furthermore, this study will open a platform for Deaf individuals to explain the difficulties they face when they want to enter higher education institutions to further their studies. It will also enable them to say what change they would like to see in the current education system so that the next generation do not go through the same challenges they faced as well as to elaborate on how they want to be taught in higher institutions of learning.

This research topic is worthy of study because it will highlight the continued inequities in access to higher education institutions and offer possible interventions to

increase access. It will also enable us to fully understand the barriers that exist which prevent Deaf people from entering tertiary institutions. The study will make a significant contribution to the shortage of research currently in existence about Deaf students at higher institutions of learning.

### **1.5 Overall research aim and individual research objectives**

The overall aim of this study is to investigate how access to the FET Colleges for SASL users might be improved considering the low number of d/Deaf students entering higher education. This will be done by getting the perceptions of stakeholders namely, a representative from the Department of Higher Education and Training (DHET), management from FET Colleges, and SASL users who have left or completed school and want to further their studies at higher education institutions. To be able to improve access, one needs to identify factors impeding access to FET Colleges for Deaf students. This will then assist by suggesting possible interventions for improvement.

The objectives of this study are:

1. To investigate factors which might impede access to the FET Colleges for the Deaf community.
2. To identify any measures taken by the FET Colleges to accommodate Deaf students.
3. To suggest possible interventions to improve access to FET Colleges in KwaZulu-Natal for SASL users.

Objective 1 will look at impediments to access for Deaf students at FET Colleges: an example of a barrier might be lack of support services for SASL users. Objective 2 affords an opportunity to know how important measures are taken by FET Colleges to include

d/Deaf students in their programmes. Finally, Objective 3 will, as result of both a review of literature and the collection and discussion of empirical data, make recommendations.

## **1.6 Research Questions**

The following research questions will be used to guide the study:

1. What factors can be seen to be limiting access to the FET Colleges for the Deaf community?
2. What (if any) measures are in place to assist Deaf students at the FET Colleges?
3. What options can be identified which might enhance access to the FET Colleges in KwaZulu-Natal for SASL users?

## **1.7 Clarification of terms central to the study**

### **1.7.1 Access**

According to Allen (2007: 6), the word 'access' means freedom to approach, reach, or make use of something; for example, access to classified information. For the purpose of this study, the word 'access' will be used from a Deaf person's point of view. For example, DeafSA (2016) explains that Sign Language is access to the education of Deaf learners as well as other services such as hospitals, courts, police stations, and so forth.

### **1.7.2 SASL users**

The term 'SASL users' does not only refer to the profoundly Deaf people (can hear little or nothing at all), but it also refers to those who are hard of hearing (might only need to use a hearing aid), partially Deaf people and other users of SASL (Sacks 1990: 4), which may include family, friends, or educators.

### **1.7.3 Deaf and deaf**

Each spelling of the word allots a specific meaning to it. The first meaning for the word 'Deaf' (uppercase 'D') describes those who are part of the Deaf community (Start ASL, 2008). The people who belong to this community share values, norms, and beliefs (Bauman 2011: 1). The second meaning word 'deaf' (lowercase 'd'). These people are not part of the Deaf community. Instead, deafness only means an audiological condition to them. These individuals do not believe in the same values and norms as those who consider themselves part of the Deaf community (Berke 2017). In this study, both 'Deaf' and 'deaf' will be used according to the correct context. Where there is no certain discrepancy between the two, the term d/Deaf will be used.

### **1.7.4 FET Colleges and TVET Colleges**

The former Minister of Higher Education and Training, Dr Blade Nzimande, publicized that all Further Education and Training (FET) Colleges are to be retitled to Technical Vocational Education and Training (TVET) Colleges in the presentation of the departmental *White Paper on Post-School Education and Training* on the 15th of January 2014 (Oxbridge Academy 2014).

The retitling of public FET Colleges to TVET Colleges was a progression that began in 2012 with the passing of the Further Education and Training Colleges Amendment Bill (DHET 2012).

Mthethwa (2017: 1) explains that in South Africa there has been many modifications for the names of colleges in the previous years. Moreover, with those modifications came confusion. Furthermore, while the researcher was piloting the study, nearly 80% of the participants did not know what 'TVET' Colleges were. The researcher then chose to continue using the term 'FET' Colleges to avoid confusion, as it seems the term is not well popularised.

## **1.8 Delimitations and limitations**

### **1.8.1 Delimitations**

Due to time and financial constraints, it was impossible to conduct this study at all 50 FET Colleges across South Africa. Therefore, this study was limited to the KwaZulu-Natal province with only two FET Colleges, eThekweni (Springfield) and Coastal (Umbumbulu) FET Colleges and, Deaf Organisations namely, KZN Deaf and Blind Association, KZN Deaf Association, South African National Deaf Association, and Edeaf.

### **1.8.2 Limitations**

The study was restricted to KwaZulu-Natal within the vicinity of Durban in two FET Colleges namely, eThekweni (Springfield) and Coastal (Umbumbulu) FET Colleges and, Deaf Organisations namely; KZN Deaf and Blind Association, KZN Deaf Association, South African National Deaf Association, and Edeaf. The above-mentioned places were easy to reach for the investigator in terms of all the processes included within the completion study.

## **1.9 Summary of research methodology**

This section briefly discusses the research type, population and sampling, data collection, data analysis techniques, as well as validity and reliability.

### **1.9.1 Research type**

In this study, which investigates the accessibility of FET Colleges to SASL users in KwaZulu-Natal, the mixed methods approach was adopted. Both qualitative and quantitative was used as this was considered an appropriate means for collecting data. Tashakkori (2009: 287) declares that the mixed methods approach is a new way of

conducting investigation and its practice started in the late 1980s. The researcher explains that this method enriches the usage of two approaches in order to cover up the essential defects in both (Greene, 2007:13). The usage of mixed methods thus gives each respondent the opportunity to express themselves in a way that they choose (Adekunle 2015: 31).

### **1.9.2 Population and sampling**

In this study, a total number of fifty South African Sign Language users completed questionnaires and two representatives from the respective FET Colleges were interviewed.

The purposive sampling method was applied in this investigation. The study was based in the KwaZulu-Natal province and this choice was based on the fact that this province has the second largest population in South Africa and was accessible to the researcher. All the respondents who participated were available and accessible.

### **1.9.3 Data collection**

Ethical clearance to conduct research was granted by the Institutional Research Ethics Committee (IREC) at the Durban University of Technology (DUT) (see Annexure 99). The researcher explained the aim of the study to potential participants (see Annexure 92). The researcher then personally interviewed and issued questionnaires to the participants from the FET Colleges and Deaf organisations in KwaZulu-Natal.

### **1.9.4 Data analysis**

Primary data was collected through questionnaires completed by fifty (50) deaf participants, and interviews conducted with two representatives from the chosen FET

Colleges. The data was captured into a Microsoft Excel spreadsheet and saved onto a memory stick. Using a computerized software system called Moon-stats, the researcher carried out a preliminary analysis.

### **1.9.5 Reliability and validity**

According to Golafshani (2003: 599), validity checks whether a questionnaire is effective, that is, whether it measures what it is meant to measure. Thereby measuring how truthful and suitably focused the research outcomes will be. Furthermore, Claire (2006: 156), states that validity is the assurance that the research tool would continually represent the duplicate results. The pilot study had already recognized that the kinds of data needed to answer the research questions were attained from the questionnaire. In this study, validity was met through the questionnaire and interview questions that were constructed which contained the kinds of data needed to answer the research questions.

According to Tavakol and Dennick (2011: 53), the consistency of a tool can be empirically measured. In this investigation, questionnaires and interviews created data from the targeted pool of participants, which addressed the concerns expressed in the research questions, by doing so, the reliability of the study was enriched.

### **1.10 Overview of chapters**

The study consists of five chapters:

#### Chapter One: Introduction

Introduces the entire thesis. It explains the background of the study with reference to accessibility of FET Colleges to SASL users in KwaZulu-Natal. It also covers the research problem, the research focus and rationale, overall research aim and individual research

objectives, defines key terms, and provides a summary of the methodology. It concludes by outlining the overview of chapters, where details of each chapter are described.

## Chapter Two: Literature Review

Chapter two surveys the literature covered in this study. In addition, the perspectives from different scholars are described.

## Chapter Three: Research Methodology

This chapter explains the research methodology that was followed in the research. The plan for collection and analysis of data are explicated. And the sampling method, questionnaire design, data collection method, and data analysis techniques are discussed.

## Chapter Four: Findings and Analysis

The findings of the investigation are presented and discussed. Detailed analyses of the findings are also presented in this chapter.

## Chapter Five: Conclusions and Recommendations

This chapter describes the conclusion of the research which was done by referring to the main objectives of the study. The chapter also outlines recommendations that can be used by the Department of Higher Education to address challenges faced by SASL users when trying to access FET Colleges.



## **1.11 Conclusion**

This chapter introduced and provided a background of the study. It also outlined the research problem and the research focus and rationale. The overall research aim and individual research objectives as well as the key terms were discussed in this chapter.

Chapter Two discusses theories that explain the phenomenon under the study better.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

A literature review is a vital instrument that, among other things, is used for both imparting and developing practice, for search for solutions from the literature on problems; it can be a basis of discussion on academic work (Coughlan and Cronin 2017: 1). This chapter therefore seeks to assess the accessibility of FET Colleges in KwaZulu-Natal to SASL users when they wish to further their education. The researcher will be doing this by reviewing previous academic literatures. It is important to note that there is still scant literature on SASL.

This chapter will start by clarifying what Sign Language is, who the users of this language are, and its status in South Africa as well as in other countries. Subsequently, three questions will be answered in this chapter:

1. What factors can be seen to be limiting access to the FET Colleges for the Deaf community?
2. What (if any) measures are in place to assist the Deaf students at the FET Colleges?
3. In addition, what options can be identified which might enhance access to the FET Colleges in KZN for the SASL users?

Finally, this literature review will introduce the theoretical framework of the study before concluding the chapter.

### **2.2 Sign Language**

Aarons and Akach (2002: 165) postulate that the natural signed languages are fully-fledged languages, which can fully express the meaning that other natural languages can

express. The natural signed languages are the same construction as all other languages and like spoken languages, SASL can be used to communicate topics.

Petitto (1994: 2) equally believes that natural signed languages are the same just like all other natural languages that have been studied. Sandler and Martin (2006: xv) further assert that natural Sign Languages are similar to natural spoken languages in many ways. This is because signed languages are conservative communication methods that ascend instinctively in all deaf people. They are learnt in infancy through ordinary contact without training. Furthermore, just like spoken languages, signed languages can be concurrently interpreted from and into spoken languages in real time.

It is believed that a Deaf community exists within virtually every country of the world. On the other hand, there is no single Sign Language worldwide; there are numerous naturally occurring signed languages globally, just as there are many spoken languages. Aarons and Akach (2002: 128) state that different signed languages are used in different countries worldwide. For example, there is an American Sign Language (ASL) in the USA, a New Zealand Sign Language (NZSL) in New Zealand, and in South Africa, there is South African Sign Language (SASL). Conversely, there are many overlapping resemblances when it comes to dialects used worldwide and this enables Deaf individuals from all around the globe to comprehend one another when they converse in their own signed languages.

Penn (1993: 12) states, "Sign Language is a real language, equivalent in status to any other language". This is because through using Sign Language, Deaf people can sign about any subject just as the hearing community can verbally communicate about anything. Furthermore, the same historical social and psychological aspects permeate Sign Language just as it does to spoken language. Penn further explains (1993: 12):

"There are procedures for getting attention, taking turns when communicating, telling stories, jokes, puns and taboo signs, there are generational effects observed in Sign Language, metaphors and 'slips of the hand'".

Petitto (1994: 2-10) believes that signed languages are learnt at the same pace as any other language, and, like any other human language, they also change over time.

The South African Deaf community uses South African Sign Language (SASL) as their primary language. In addition, Deaf people see Sign Language as the central part of their culture and community (Boyle, et al, 2008:193). It is important to note that the signed language development is different from the spoken language development (Aarons and Akach 2002: 165). This is because only 10% of Deaf children are born to Deaf parents and these children learn Sign Language as a mother tongue. On the other hand, 90%, which is the majority of Deaf people, are born to hearing parents and therefore do not acquire Sign Language as a mother tongue. Rather, they acquire Sign Language from their peers at school (DeafSA 2005b).

In as much as some issues relating to sign languages have been discussed and researched, not so much has been said about the use of SASL to enable access to institutions of higher learning for Deaf students in South Africa. This study addresses the issue of limited access for the SASL users, in order to see what can be done to improve access to FET Colleges as well as how this could be accomplished.

### **2.2.1 Who are the users of SASL?**

It is a general assumption that all deaf people use Sign Language which is untrue since not all deaf people use Sign Language (Stander 2017: 84). Deaf people are proud of their language and consider it a bond that connects them as the Deaf community (Ceil, 1990: 261). The Deaf community members not only share their language, but they also have similar beliefs and attitudes about themselves and about the world (Pfau, Steinbach, and Woll 2012: 953). Some Deaf people do regard themselves as only disabled but as a linguistic minority with their own Deaf culture (Pfau, Steinbach, and Woll 2012: 953). This robust sense of Deaf identity is cultivated by the community and conceded upon through generations (Chen 2014: 4-5).

If a person is deaf and does not use Sign Language to communicate, then that person is not considered as part of the Deaf community (Start ASL 2008). This is because Sign Language is the core that connects members of this community. On the other hand, this does not mean that hearing people who use Sign Language are excluded from the Deaf community. Bauman (2008: 10) explain that hearing people can only be involved in the cultural and social life of the Deaf community. For example, hearing children with deaf parents (CODAs) learn Sign Language naturally during childhood; they are considered part of this community. Parents of the Deaf children also use SASL to communicate with their children as well as siblings and relatives. Teachers of the Deaf, SASL interpreters, as well as any person learning the language of the Deaf also use Sign Language.

It is commonly accepted that language and culture cannot be separated, this is true for the Deaf community as well. Their culture consists of values, norms, beliefs, attitudes, behavioural styles, and traditions which may have an impact on dialect (Bauman 2011: 1). Deaf culture revolves around having shared experiences, which includes shared struggles. They share a signed language and a common heritage. But, those who do not consider themselves Deaf, do not form part of the Deaf community (see 1.6.3)

The Deaf community within South Africa has their own national organisations. For example, there is the South African National Deaf Association, KZN Deaf and Blind Association, and Deaf South Africa. There are also international organisations such as the World Federation of the Deaf, as well as many other groups that include sports, arts, and religion. The Deaf community socializes a lot with those who consider themselves part of this community; this is called collectivism in the Deaf community since they spend a lot of time as groups assisting each other. Collectivism contrasts what most of the hearing people do which is to do many things alone, which is called individualism.

Biddle (2012: 1) explains that individualism is the impression that the one's life belongs to oneself and that only they have the absolute right to live it the way they like, to act on their own accord, to retain the invention of their effort, and to follow their beliefs. Biddle further defines collectivism as the notion that one's life does not belong to oneself

but to the community, which one is part of. Moreover, one cannot do as he pleases, and, one's duty is to serve the community for the betterment of the groups. Biddle continues to explain that with collectivism, the community is the only thing that matters and the community members are significant as long as they serve the group (2012: 1).

This then implies that there are more benefits within the Deaf culture as compared to the mainstream hearing culture. For instance, within the Deaf community, the first thing you do when meeting a new person is to ask which school that person attended and his/her name. This is done to establish connections based on commonalities, for example, to establish whether you went to the same school as him/her or if their friends attended that school. Furthermore, in the Deaf culture, no topic is a taboo for chat. The notion of collectivism is that enquiring about private stuff such as finance or health issues is not being forward nor rude since no secrets are kept. The Deaf culture has far less restrictions as equated to the hearing community. This community thus experiences many challenges concerning how hearing people perceive them because of these variances in collectivism versus individualism.

The hearing world sees itself as 'superior' to the Deaf world. By the same token, the Deaf world defines this as audism. Stapleton (2016: 149-151) defines audism as the idea that one is better than the other for the reason that he/she can hear. He continues to explain that audism is the notion that one is superior because of his capability to hear or to behave in the manner of one who hears. This term begins to illustrate deafness as a disability. By seeing deafness as a disability, the Deaf community is placed under discrimination and may find themselves having to contest for equal rights as well as demonstrating that they are able do anything a hearing person can. Because of the pervasiveness of these incidences, based in antiquity, a cultural gap has been formed between the Deaf community and the hearing community (Knight 2015:12). The inequality and contest for equal rights is also seen in tertiary institutions where deaf students struggle to gain access because they use a language that is seen to be inferior to spoken languages. This is why one of the objectives of this study is to investigate contributing factors that are believed to be impeding access to the FET Colleges for the Deaf community.

### **2.2.2 The status of Sign Language in other countries**

The World Federation of the Deaf (WFD) is a worldwide non-governmental organization (NGO) that works as the highest organisation for national associations of Deaf people, placing emphasis on Deaf people who communicate through Sign Language, as well as their families and friends (World Federation of the Deaf, 2016). As of 1951, the World Congress of the World Federation of the Deaf has been happening every four years. Its purpose is to support the Human Rights of d/Deaf individuals worldwide. The United Nations and various UN agencies, such as the International Labour Organization and the World Health Organization, do this as a joint effort (World Federation of the Deaf 2016).

This organisation is said to represent about 70 million d/Deaf people globally, where more than 80 percent of them live in developing nations. This is done by obtaining affiliation in the national deaf organisations, where such organisations exist. The WFD also motivates the federations of the Deaf nationally to strive for Sign Languages to be officially recognised for the aim of communication accessibility for the global Deaf community. This initiative has bared fruits in some countries globally where the natural signed language used by the Deaf community is afforded official status (World Federation of the Deaf 2016). For example, in Sweden, Swedish Sign Language is recognised as one of the two official languages. Sign language users then have a right to be taught in their language and for Sign Language interpreters to be made available to facilitate communication should there be official dealings with the hearing community. In turn, this enables them to have full access to all essential services. (Aarons and Akach 2002: 1-28). We also see this happening in European countries as they have gone the extra mile by accepting, recognising, and protecting their Sign Languages.

Internationally, the recognition of signed languages has happened in different ways. Nonetheless, the outcomes are similar: news, reports, amenities, and other services are made accessible to the Deaf community in signed languages. A list of the countries in where Sign Language has been accepted, recognised, and/or protected are as follows:

**Table 2.1: List of countries, which have accepted, recognised and/or protected Sign Languages**

<b><u>CONTRY</u></b>	<b><u>STATUS OF SIGN LANGUAGE</u></b>
Austria	Recognised by law in 2005
Belgium	Recognised in Flanders and Walloon (two diverse Sign Languages)
Canada	Accepted for the purpose of access
Colombia	Acknowledged by law
Cyprus	Accepted for education
Czech Republic	Accepted for education and communication
Finland	Recognised as an official language by the constitution
Flanders	Accepted in 2006
France	Recognised by law in 2004
Germany	Accepted, recognised, and protected
Hungary	Accepted for education and communication
Ireland	Accepted for education
Italy	Some laws and regulations mention Sign Language and guarantee the right for its use, but there is no formal general recognition.
Lithuania	Accepted as a natural language
New Zealand	Accepted as an official language by the (from April 2006)
Norway	Accepted as the first language of deaf people
Poland	Recognised as an official language by the constitution
Portugal	Recognised as an official language by the constitution
Slovakia	Recognised by law
Slovenia	Protected
Spain	Recognised by law in 2005
Sweden	Accepted for education and accessibility reasons
Switzerland	Accepted for accessibility reasons
Thailand	Recognised by resolution



The Netherlands	Protected
Uganda	Recognised as an official language by the constitution
United Kingdom	Accepted for accessibility reasons
United State	Accepted for accessibility reasons
Venezuela	Recognised by law

Information adapted from DeafSA (2007)

It is astonishing that South Africa, which is believed to be the most capable African country, has not yet given official status to the South African Sign Language. This stands in contrast to the multilingual image of South Africa with 11 official languages recognised while South African Sign Language, which is used by an estimated 1 million Deaf people, does not yet enjoy the same official status (DeafSA 2007).

Different countries around the world are swiftly granting official status to their Sign Languages. At the time of this research, the Deaf community was still lobbying for the recognition of SASL as an official language. Moreover, SASL could become the 12th official language in South Africa. This is according to Jordaan (2017) who reported that the Constitutional Review Committee of Parliament recommended that section 6 (1) and (5) (a) be revised to include SASL within language official status. “The committee acknowledged that the issue of addressing the proposal for declaring SASL as an official language was long overdue” (Jordaan 2017). It is anticipated that the required procedures are to be made by Parliament to make sure that the modification of the Constitution materializes. Once this modification transpires, SASL will gain an official status in South Africa and can then be fully promoted. In turn, this will create opportunity to widen access for deaf students at FET Colleges. This is in line with what the overall aim of this study is about, which is to investigate how access to the FET Colleges for SASL users might be improved considering the low number of Deaf students entering higher education institutions.

### 2.2.3 The status of SASL in South Africa

*“As long as we have Deaf people on earth, we will have Sign Language”* (George W. Veditz, 1913).

South African Sign Language (SASL) is a visual language, which uses gestures and is primarily used by Deaf people in South Africa to converse with each other (Akach and Morgan 1997). SASL is a natural and complete human language, comparable in structure and function, as all other human language (DeafSA 1997). Deaf children who are growing up in Deaf families learn SASL similar to the way hearing children learn spoken language from their hearing families. However, many Deaf children are from families where spoken language is used and they only learn Sign Language from other Deaf learners and educators in Deaf schools. This usually happens later in their lives. SASL is equally on the same level as spoken languages in such a way that it affords users the prospect to acquire knowledge, converse and to convey opinions, emotional state, and intellectual ideas. The communication method used in signed languages, however, is different to the method used in spoken languages. This is because the gist is transferred by using hands, upper body, and facial expressions. Howard (2008: 5) states that in SASL, signs are made up of five parameters: hand-shape, location, movement, palm orientation, and the non-manual features (facial expressions) which transmit central grammatical information. Moreover, SASL is not centred on any written or spoken language. Rather, it has its own different linguistic structure that consists of syntax, morphology, phonology, and language connections.

People who use signed languages use fingerspelling for proper nouns, acronyms, and technical jargon. Penn (1993: 12) states:

“Sign Language is a real language and is equivalent to any other spoken language. Deaf people can sign about any topic, concrete or abstract as economically and as effectively, as rapidly and as grammatical as hearing people can”.

Factually, SASL has developed with regional dissimilarities that reveal the country’s oppressive history that secluded the schooling of deaf learners. Regardless of the local

and historic dissimilarities, studies reveal that there is a solid and generally used South African Sign Language that bonds Deaf people nationwide. All the indigenous language variation dialects of SASL are conventional as part of the fullness of the language. Although SASL is not yet one of the official languages of South Africa, the South African School's Act (1996) states that, "A recognised Sign Language has the status of an official language for purposes of learning at a public school" (Chapter 2, 6.4) (Department of Basic Education, 2014: 11). The status of SASL has also been pre-eminent by the conditions contained in the new Constitution of South Africa. The new Constitution in Chapter 1 Section 6(5) (a) states that:

"A Pan South African Language Board established by national legislation must:

- (a) Promote, and create conditions for, the development and use of
  - (i) all official languages;
  - (ii) the Khoi, Nama, and San languages; and
  - (iii) Sign Language"

Additionally, Sections 29, 30, and 31 of the Constitution conditions that everyone has a legal right to be taught in the language they prefer and to use the language they prefer to take part in the cultural life that they choose. This then suggests that SASL should not just be made official but, it should be noted that the Deaf Community as a cultural group is entitled to access all services and compasses such as education, health services, justice, education, television news, and so forth. Having access to such services is sometimes taken lightly, but to the majority of South Africans access has not always been certain. This is because the majority of deaf individuals in South Africa were not only deprived because of their deafness, but also racially because of the apartheid system that was imposed within the country. With the new democratic privilege in South Africa, Deaf people do not only have to be permitted to gain access to all circles of civil society but is also to be enabled to actively claim its rights as preserved in the South African Constitution. This is also one of the reasons that prompted the researcher to investigate the accessibility of FET Colleges to SASL users in KwaZulu-Natal. The researcher

believes that just like the hearing community, the Deaf community also needs to have full access to all spheres of civil society, especially education.

Lotriet (2011: 4) states that Sign Language interpretation can enable the Deaf community to have access to all the services that are taken for granted by the hearing community. It is worrying, however, that the Deaf community is still unable to gain access to services and compasses such as education, health services, and education since there are no SASL interpretation services offered to the Deaf society to enable better access to these services. This is a reason why the Deaf people as well as organisations carry on lobbying for the recognition of language rights of d/Deaf learners.

In 2007, DeafSA (a national body with nine provincial offices in South Africa) handed a memorandum to the South African Government demanding that the South African government makes SASL an official language. Mr Druchen, who is a National Director for DeafSA, explained that during the year 2000, his organisation communicated with the Pan South African Language Board (PanSALB) and developed a business plan which would lead DeafSA to making SASL a recognised language. That business plan unfortunately lapsed without being formulated. He further states that the problem with PanSALB had always been one of inadequate funding.

In 2016 again, DeafSA launched another campaign called “Solidarity in South African Sign Language” where they lobbied for SASL to become the 12th official language of South Africa. They focused on SASL being at the core of the lives of those within the Deaf community. Scores of people marched around the country in different provinces with one voice of making SASL an official language in South Africa.



*Figure 2.1: Placards used during the march*

During the handing over of the memorandum in the different provinces where the marches were held, the Deaf community made it clear that SASL means access to the Deaf community and they want it to be the 12th official language in South Africa. Up until SASL is made official in South Africa, the Deaf community has limited access to their rights, information, and other forms of human experience. Moreover, the Bill of Rights, which forms Chapter 2 of the South African Constitution, means little to the Deaf community in the absence of SASL.

## **2.3 The Education system in South Africa**

### **2.3.1 The general education system in South Africa**

The Republic of South Africa is located in Southern Africa and is geographically divided into nine provinces. These nine provinces are the Eastern Cape, Free State, Gauteng,

KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape, North West, and Western Cape (South Africa's Provinces 2017). The South African Government recognises 11 official languages, a demonstration of the varied national population that encompasses different ethnic groupings, which nevertheless have a similar upbringing, culture, and origin. The African languages include those of the Nguni people (isiZulu, isiXhosa, isiNdebele, and siSwati), the Sotho/Tswana people (Southern, Northern, and Western Sotho/Tswana), the Tsonga people, and the Venda people (Brand South Africa 2017). South African Sign Language (SASL) does not have an official status yet, but it is legitimately documented in the Constitution of 1996 and other bodies of law as the language that needs to be developed and should be used as the learning and teaching medium in schools for the Deaf. This is because SASL is an essential language for the purposes of learning in a public school for Deaf learners.

Two national departments govern education in South Africa: The Department of Basic Education (DBE), which is responsible for primary and secondary schools, and the Department of Higher Education and Training (DHET), which is responsible for tertiary education and vocational training (Department of Basic Education 2017). Preceding 2009, these two departments formed the single Department of Education.

The DBE is responsible for public schools, private schools (also referred to by the Department as independent schools), early childhood development centres, and special needs schools (Department of Basic Education 2017). On the other hand, the DHET is responsible for further education and training colleges, adult basic education and training centres, and higher education institutions.

The DBE groups grades into two "bands" called General Education and Training (GET), which is comprised of Grade R and Grades 1 to 9, and Further Education and Training, which involves Grades 10 to 12 as well as non-higher education vocational training facilities. The GET band is segmented further into "phases" called the Foundation Phase (Grade R and Grades 1 to 3), the Intermediate Phase (Grades 4 to 6), and the Senior Phase (Grades 7 to 9). The organisational structure of many regular schools in South Africa conversely does not reveal the division of these bands and phases. Because

of historic reasons, many schools are either classified as primary schools (Grade R and Grades 1 to 7) or secondary schools, also known as high schools (Grades 8 to 12) (Department of Basic Education, 2017).

This study investigates the accessibility of FET Colleges to SASL users in KwaZulu-Natal. By conducting this research, the investigator hopes to widen access for d/Deaf people in KZN who wants to further their studies at FET Colleges or learn a skill that they can use to search for work opportunities or to establish businesses. The reason for this is that FET Colleges cater for students who left school from Grade 9 or later. This is regardless of whether those students have completed secondary school or not. Those who wish to do vocational training, complete their schooling, or register in a community college, which caters to the needs of adults and youth who are unemployed, poorly educated, and not studying, have not completed school need a second chance to do so. Bearing in mind that very few schools for the Deaf offer Grade 12, FET Colleges can play a huge role in transforming the lives of the students who want to further their studies.

### **2.3.2 The Deaf education system in South Africa**

Since the beginning of democracy in 1994, many policies have tried to eradicate the barriers to education created by the apartheid government in South Africa. Amongst these policies are the Constitution of South Africa (1996), the South African Schools Act (1996), and the Education White Paper 6 (Department of Education, 2001). These policies are fundamental to confirming that Deaf learners are given the best opportunities when it comes to education so that they can continue into higher education, should they wish to do so.

According to the Constitution of South Africa (1996), all disabled people have equal rights as compared to any other person in South Africa. They are also given assurance that any form of prejudice discrimination based on their disability is unlawful.

Additionally, in May 2001, the White Paper 6 on *Special Needs Education: Building an Inclusive Education and Training* was released (Department of Education, 2001). The

scope of this policy endeavours to address the different necessities of all learners who experience barriers to learning. The policy demands for a substantial conceptual shift that is grounded on the following values:

- “all children, youth, and adults have the would-be able to learn if they have the needed support
- the system’s incapability to identify and accommodate the various range of learning needs consequences in a breakdown of learning” (Department of Education 2001).

After the policy was adopted, many scholars probed the influence and efficacy of inclusive practices on students’ educational experiences (Bell 2013: 63). Since then, confirmation from literature emphasises that:

“positive results can be attained by encouraging an inclusive approach to teaching; learning and assessment and that best practice will increase provision largely by making fitting changes for all students” (Borg et al 2008: 3)

The White Paper 6 (2001) emphasised the government’s disapproval of the exclusion of disabled people from the mainstream society and pursues to address this by including disabled learners with able-bodied peers with the required support. However, it also specifies that there are those learners who need stronger levels of support and they may best be taught in the existing special schools. Many Deaf learners need a certain kind of instruction, which is through SASL in order to gain access the curriculum. Hence, they fall into this classification. This is because Deaf learners have individual differences and needs. They have varying degrees of hearing, for example some students are purely hard of hearing (can hear some sounds and can be assisted with the use of a hearing aid); while some are profoundly deaf (can hear little or nothing at all). Those who are hard of hearing might only need to use a hearing device, which might be of little or no use to a profoundly deaf person, who cannot hear much except noise (Sacks 1990: 4).

The aim of this study, therefore, is to investigate how access to the FET Colleges for SASL users might be improved considering the low number of Deaf students entering



higher education. The researcher believes that to be able to provide access for the Deaf community at higher education institutions, one needs to understand the way in which d/Deaf people communicate. Because there are varying levels of deafness, the deaf education system needs to be structured in a way that will accommodate the different hearing loss degrees. In order to address these variances, different approaches and communication methods are used when educating Deaf and hard of hearing students around the world. Bell (2013: 53-54) asserts that there are four main methods of communication for the deaf, namely: oralism, manualism, bilingualism and total communication.

### Oralism

De Klerk (2003: 60) states that oralism means that Deaf children are taught to learn to communicate by “speech and lip-reading without the use of Sign Language”. Bell (2013: 53) accord with this statement by explaining that oralism is a method used to communicate and teach learners with hearing difficulties and it promotes speech, speech reading, lip-reading and the interpretation of gestures. Supporters of the oralism method maintain that instead of turning a blind eye on issues deafness and communication, attempts should be made to overcome the communication hindrance caused by deafness by making maximum use of residual hearing (De Klerk 2003: 60).

The use of oralism is increasing, perhaps because approximately 95% of children with a hearing deficiency are born to hearing parents (Scheier 2009: 4-10) and due to the accessibility of progressively refined technological advances to support communication access such as cochlea implants, which enable even profoundly Deaf children to obtain spoken language.

Peel (2004: 32) indicates that the oralism method is used by many schools in South Africa and in foreign countries. Literature displays a connection in the use of the oral mode of communication and the way it is incorporated into mainstream classroom (Mertens 1989: 15-16). Likewise, some scholars contend that learners with fluent oral communication

skills might have good relationships with their hearing peers than those with weak oral skills (Davis 1986: 53-62; Leigh and Stinson 1991:12; Musselman, Mootilal and MacKay 1996:53, Powers 1996: 113). Supporters of oralism continue saying that Deaf children should prepare themselves, as they will live in a society with hearing people who use spoken languages to communicate. Kapp (1991: 340) further explains on this declaration that oralists “maintain that the child’s speech and ability to speech-reading lessens when a system of signs or fingerspelling is used.”

Nevertheless, in spite of the various advantages of oralism, there exist in literature several objections to this approach. De Klerk (2003: 62) believes that “the oral method depends too heavily on lip-reading as the main mode of communication.” Furthermore, he believes that lip-reading seems to be too vague, as only a minority of speech sounds can be identified on the lips. “The individual reliant on vision for receptive language can only communicate with one person at a time”. DeafSA (2005a) explains that this method is limited to children with a certain level of residual hearing to understand some speech sounds, who were diagnosed in infancy and whose parents are involved in their children education on a daily basis. Bauman (2011: 1) concurs and further states that by using lip-reading alone, a person might get 20%-30% of the conversation.

Based on literature, it is clear that the scholars see the oralism method of communicating in contradictory views. DeafSA (2005a) insists that the language growth of Deaf learners is not in the same pace as that of learners who are learning their primary language naturally. Majority of the Deaf people who attended oral schools are now energetically encouraging the use of South African Sign Language because of their experiences of being taught using the oral method.

### Manualism

There are scholars who are totally against oralism and who prefer the manualism approach (Mokgobu 1995: 19). Manualism is the contradictory to the oralism approach

and it supports Sign Language as a language of learning. Sign Language, is accepted as a fully fledged language, and, a first language of the Deaf people. This viewpoint evidently endorses that the natural Sign Language learnt by a Deaf child offers the best access to educational content, and that learning of English would be a second language (Storbeck 1994: 55). Nonetheless, there are opponents of this method as well.

### Bilingualism

Bilingualism is a method to educate Deaf people using Sign Language of the Deaf community as their primary language as well as the spoken and written language of the hearing world as the target or second language. Grosjean (2001: 2) believes that sign and spoken language bilingualism is the only approach that can be used to enable a deaf child to meet his/her needs. This method, also known as bilingualism/biculturalism, is centred on the belief that the Deaf people are a linguistic and cultural minority. A hearing disability is therefore not seen as an obstruction to language growth, educational success and social integration. The belief is that bilingualism will allow Deaf individuals to become bilingual and bicultural, and to take part in both the Deaf and the hearing community (Muthukrishna 2001: 153).

### Total communication

Total communication is seen as “a way of life than a method” (Bell 2013: 53). This type of communication was identified in the beginning of the 1970s, and was intended to incorporate all communication channels regardless of whether it is used separately or jointly. This was done to attain full communication between the hearing and the Deaf. This type of communication incorporates spoken English (or other language) supported by simultaneous signs (Storbeck 1994: 59).

In the current Deaf education system in South Africa, there are 43 schools for the Deaf (Centre for Deaf Studies 2016). Jacobson (2015) further explains that of these 43 schools for the Deaf, only 12 offer learners a grade 12 certificate and these schools are in three different provinces. In a report, Swift (2015) states that only 16 of the special schools use Sign Language as the language of teaching and learning.

Furthermore, out of the 16 schools; only four offers pure Maths, only one offers Life Science and none offer Physical Science as subjects that can be taken by Deaf learners. She even goes as far as to say, “Lifelong learning for deaf school-leavers is a myth, this is because without a matric certificate or its equivalent, unemployment remains excessively high,” she added. Jacobson (2015) accords and states that 75% of the Deaf community is without jobs.

To make matters worse, only 14% of the teachers in schools for the Deaf can fluently sign. This means that even the Deaf learners at Deaf schools have difficulties since very few of their teachers can comprehend Sign Language. This translates to a large number of Deaf school learners exiting the Deaf education system with the same writing skills as an eight-year-old child who has full hearing (Jacobson 2015). This raises serious concerns about the Deaf education system in South Africa as a whole. Which is why the researcher chose to investigate the accessibility of FET Colleges to SASL users in KZN because once they exit the school system, the majority of Deaf students cannot enrol at universities or at FET Colleges because of the above-mentioned challenges. The researcher believes that FET Colleges can play a crucial role in widening access for SASL users in KZN.

## **2.4 Further Education and Training (FET) Colleges in South Africa**

As mentioned earlier, the South African education system involves of three bands:

- General Education and Training
- Further Education and Training
- Higher Education and Training

The General Education and Training is from t Grade 0 or R to Grade 9, which is the first ten years of school. Further Education and Training consist of non-higher vocational and occupational education and training existing at colleges, as well as Grades 10-12 which is the last three years of high school. Higher Education is the education and training received at universities and universities of technology.

Adult Basic Education and Training exists at both General and Further Education levels but is not typically occupational or vocational by nature. This method of education and training offers adults part-time studying at adult learning centres, after which they obtain a nationally accepted certificate (Oxbridge Academy 2014).

The FET post-school education and training band refers to education and training that take place after leaving school, even if only a Grade 9 has been completed. The minimum age for a person requiring to study at the FET level is 16 years. The intended student cluster is therefore young people and adults who are determined about following an education and training programme, with the intention of obtaining practical skills. Various courses are available at public FET Colleges. The wide range of programmes available at FET Colleges are intended to resolve the skills shortage in South Africa. The duration of these courses varies from a short course of a few hours, to a formal diploma course of three years (South Africa, Department of Education 2007).

In January 2014, Dr Blade Nzimande, who was the minister of Higher Education and Training, publicised that all FET Colleges were to change to TVET Colleges. This means that the term FET will sooner or later fall out of use after this conversion is complete (in principle, all FET Colleges are now TVET colleges, even though the new tern is not yet well known by the public) (Department of Higher Education and Training (South Africa) 2017).

The UNESCO organisation defines TVET as the "Technical and vocational education is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related

sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life" (Odendaal 2015). TVET is a worldwide term that was generated at the 1999 UNESCO International Congress on Technical and Vocational Education in Seoul, South Korea. TVET has become a global learning enterprise intended for refining vocational training programmes around the world (Odendaal 2015).

In 2012, the term TVET was made known to the South African educational system by the Department of Higher Education and Training. At a UNESCO Conference on TVET Colleges, Dr Blade Nzimande explicated, that the reason for the move from FET to TVET colleges was a tranquil one in South Africa since FET Colleges were already engrossed on similar skills development and vocational training that TVET is intended to endorse. Starting in 2012 already, public FET Colleges were in progress to change their names to TVET colleges following the DHET path. This was because the DHET sought to align the South African educational system with international trends and standards (Department of Higher Education and Training (South Africa) 2017). For this study, the term FET College will be used instead of TVET College. The reason for this is that after the researcher piloted the questionnaires with Deaf participants, there was great confusion as the participants were not familiar with the new term 'TVET'. The researcher then deliberated this issue with the supervisor and then decided to use the term 'FET'.

The history of FET Colleges now known as TVET colleges in South Africa can thus be summarised as follows:

**Table 2.2: Summary of the history of FET Colleges**

<p><b>24 October 1945:</b> United Nations is recognized as an organisation encouraging global governmental co-operation</p>
<p><b>November 1946:</b> UNESCO is established as the United Nations Educational, Scientific and Cultural Organisation expected to promote the building of peace, the suppression of poverty, sustainable development and intercultural relations.</p>
<p><b>1989:</b> UNESCO generates obligation that “the development of technical and vocational education ought to contribute to the safeguarding of peace and friendly understanding among nations”.</p>
<p><b>1992:</b> Institution of the UNEVOC Network and the International Project on Technical and Vocational Education.</p>
<p>The International Centre for TVET is recognized in Bonn, Germany to help UNESCO member-state upgrade their TVET systems to include “high quality, pertinent and operative programmes and learning opportunities”.</p>
<p><b>May 2012:</b> At the third International Congress on TVET, South African Minister of Higher Education and Training Dr Blade Nzimande forms part roundtable debate and states that “South Africa perfectly reflects this movement with recently developed policies that emphasise the firming of the effectiveness of FET”.</p>
<p><b>30 May 2012:</b> TVET is announced into the South African educational system through the “Further Education and Training Colleges Amendment Bill” (B24 2012) and then the public FET Colleges are redefined as TVET colleges and start altering their names accordingly</p>
<p><b>15 January 2014:</b> Private FET Colleges are also retitled to TVET colleges and start to alter their names consequently</p>

Information from Oxbridge Academy Blog 2014.

The researcher saw it necessary to consider the history behind the establishment of the FET Colleges, now known as TVET Colleges, before discussing how the Deaf community accesses FET Colleges (see 2.5.1) as well as the barriers which prevent the Deaf

community from accessing them (see 2.5.2). This is done to fully understand the roles and functions of these institutions as well as how these institutions can be accessed by the Deaf community. For the purposes of this study, the focus is specifically on the Deaf community, which has limited options after Grade 9. It is important to note that only 12 schools for the Deaf offer a matric certificate in South Africa and these schools are in three different provinces. With that in mind, a number of Deaf students do not continue with the final grades of schooling as there is a lack of schools available to them.

As mentioned in this section that the minimum requirement accepted at FET Colleges is Grade 9. This level is where most Deaf schools end. FET Colleges can therefore play an important role of equipping Deaf students with the necessary skills required so they may become eligible for employment. It is for this reason that this study investigates the accessibility of FET Colleges in KwaZulu-Natal for SASL users, because, the researcher believes that FET Colleges can act as a bridge for those Deaf learners who want to gain entry at universities through considering the limited educational options available to them.

#### **2.4.1 How are FET Colleges accessed by SASL users?**

Currently, there are fifty registered and accredited public FET Colleges in South Africa, which work on more than 264 campuses, spread across the rural and urban areas of the country (Department of Higher Education and Training, 2017). Eight of the fifty registered and accredited Public FET Colleges are located in the province of KwaZulu-Natal. FET Colleges are recognized and work under the authority of the Continuing Education and Training Act 16 of 2006, housed under the Department of Higher Education and Training.

When one wants to apply at an FET college, it is wise to first consider campuses around one's home in order to minimise travelling costs and accommodation. This is encouraged by the DHET since student accommodation at FET Colleges is scarce and in need of development and improvement (White Paper for Post-school Education and



Training 2013: 18). This is challenging for deaf students since many FET Colleges are not accessible to SASL users in KwaZulu-Natal.

It is believed that education is a key element of a person's societal status and social mobility, as it affects career prospects. Higher education is generally considered the key to a better future. This is the same for Deaf people. However, when Deaf learners try to access FET Colleges, they are challenged by the issue of language in terms of everyday communication and educational communication. The moment a Deaf learner enters an FET college to enquire about the courses that they wish to enrol in, they are faced by their biggest challenge, an inability to communicate verbally. Most of the time, when a Deaf person needs to access an FET College, a hospital, police station, home affairs, or South African Social Security Agency (SASSA), they need to be accompanied by a parent, family member, relative or friend so that they can facilitate effective communication by acting as interpreters. Morgan (2001: 9) emphasises that many Deaf people have no choice but to rely on hearing "friends and relatives who may have minimal signing skills". Heap and Morgan (2004: 140-141) further explain that some Children Of Deaf Adults (CODAs) have been very helpful to their parents in such instances. However, they argue that the assistance is irregular and hence, it is perceived as inadequate (Heap and Morgan 2004: 140-141). Additionally, the CODAs who interpret for Deaf people are untrained in interpreting; using SASL accurately does not mean you are a good interpreter. With these interpreters, there is also no assurance, privacy and confidentiality, or a standard fee. They have not been trained in specialist terminology, such as what is used in law or health care. This indicates that the system needs to change as Deaf people are yet to enjoy a language policy that speaks to their necessities adequately, as history suggests.

Deaf people's rights are being dishonoured, as the Bill of Rights contained in Chapter 2 of the South African Constitution, Section 29 Paragraph 1 gives everyone a right to basic education and the right to further their education, which the government must gradually make available. This also indicates that there is a need for SASL interpreters at FET Colleges. Swift (2015) concurs by saying that Further Education and Training colleges are "highly inaccessible due to a lack of professional South African Sign

Language interpreters”, she continued to say that, only three FET’s accept Deaf students in South Africa and even then only for limited courses.

#### **2.4.2 Barriers preventing Deaf students from accessing FET Colleges**

As one of the objectives of this study is to investigate factors which might impede access to FET Colleges for the Deaf community, this section will be looking at elements which may hinder Deaf people from gaining entry at FET Colleges.

It is cause for concern that currently Deaf people still do not have easy access to education. This is because they cannot access content taught in classrooms, as they are first language speakers of SASL while English is the preferred medium of instruction in South Africa. Even though SL is documented in the Constitution of the Republic of South Africa (Act 108 of 1996) as the language of the Deaf community of South Africa and ought to be the medium of instruction in schools for the Deaf according to the South African Schools Act 84 of 1996. The new curriculum was implemented in 2015, and SASL is now officially a school subject. The first NSC exams for SASL will take place this year (2018).

In the previous years, one of the requirements for university admission was that a student had two language subjects: a home language and an additional language. Since SASL was not a recognised subject, Deaf matriculates were often unable to enrol at universities because they only passed one language in matric instead of the required two. Deaf learners were therefore unfairly penalised for a deficiency in the education system. Most Deaf learners who matriculated then had to follow another, longer path, enrolling for bridging courses and/or college diplomas just to gain university entrance.

In the same note, the colleges that were supposed to enrol Deaf learners so they may gain university entrance were inaccessible to these learners because of the non-provision of SASL interpreters, thereby further exacerbating the problem. SASL not being recognised as a school subject therefore was an access barrier for Deaf students. The above mentioned barriers led to the concession for Deaf learners by the matriculation

board to waive the additional language for Deaf learners. However, the curriculum problem in Deaf schools that do not allow matric exemption remains.

The deficiency in the education system was not only on a higher education level, but starts at the basic education level. The schools for the Deaf in South Africa also tend to be inaccessible to Deaf learners. Many teachers in schools for the Deaf have a poor level of Sign Language use (Morgan 2008: 7). As mentioned in 2.3.2, only 14% of teachers of Deaf students are fluent in using Sign Language.

The deficiency of SASL skill as used by teachers in Deaf schools translates to the incapability to teach subject content, which resultantly proves to be an access barrier for Deaf learners when completing school. Walt (2015: 29) explains that many Deaf people have weak matric certificates, but that this is not their fault. If teachers were fluent in using SASL in the schools, it would be different for Deaf learner's future.

Furthermore, the accessibility of higher education institutions for Deaf students depends very much on SASL interpreting services. Nevertheless, there is a massive inadequacy of SASL interpreters. Heap and Morgans (2004: 139) attest to this as they state that professional SASL interpreters are not enough to effectively service the needs of Deaf South Africans. There is no consistency, nor a recognized body aimed at training interpreters in KZN yet.

Out of 26 universities in South Africa, very few have SASL interpreting services. While many Deaf learners who want to further their studies need to first go through an FET college to gain access to a university, only three of these FET Colleges offer SASL interpreting services. According to Morgan (2008: 6), many universities send Deaf applicants away because they say they cannot provide support for these students, even if they have a unit for students with disabilities. Even though the Deaf community does not view deafness as a disability (Morgan 2008: 6), the society disagrees.

Walt (2015: 31) argues that when institutions of higher education need to plan their intake of students with disabilities, most fall mute when considering Deaf students. They claim that they don't know how to provide access and support to these students. The

absence of SASL interpreting services at higher education institutions proves to be a huge barrier for Deaf students.

### **2.4.3 Aids to assist Deaf students to cope in the higher education environment**

As this study aims to investigate how access to the FET Colleges for SASL users might be improved considering the low number of Deaf students entering higher education, it is logical that already available aids to assist Deaf students to cope in the higher education environment are discussed. By doing so, the researcher is creating cognisance that such utilities are available to assist Deaf students who want to further their studies at higher learning institutions. Moreover, the researcher creates awareness of some aspects that affect a Deaf person's capability to make the most of whatever hearing they may have. For example, background sound is highly disruptive to a deaf person, as are echoes within a classroom (Mazoue 2011: 26). Furthermore, the person communicating verbally should be within close proximity to the deaf person (Cayton 1987). Currently, most lecture venues in higher education institutions are far from ideal in this regard, as they are mostly spacious and rather noisy. Other students talking in the background, especially during lectures, further exacerbate the situation (Mazoue 2011: 26).

Various technologies are currently used in higher education institutions in first-world countries which bring about enhanced communication. According to Hasselbring and Williams (2000: 111), hearing loss tends to create language and communication difficulties, especially in understanding content, discussions, and written materials. Furthermore, research indicates that reading levels of students who are deaf are significantly lower than the levels of their hearing peers of similar scholarly ability. Some technologies and communication access tools that are used to make spoken language accessible to people with a hearing impairment can assist deaf students by improving their vocabulary and reading command as well as encourage deeper levels of understanding of what is imparted in the classroom. A few of these technologies is listed below:

**Hearing Aids** are electroacoustic devices that have many inherent restrictions, including restricted power supply (Moore and Popelka 2016: 2). Hearing aids do not fix a person's hearing but rather "enhance" any residual hearing that a person may have. Good hearing aids can be very helpful to moderately hearing people, but they cannot assist every deaf person as the aid can only amplify what the ear can hear. Cayton (1987) explained that many deaf people can hear noise but are unable to hear speech patterns. Hasselbring and Williams (2000: 112) explain that hearing aids work best in noiseless, organized classrooms, where the lecturer is only a few feet away and unnecessary noise is abated. Bell (2013: 54), further explains that each learner needs to undertake a hearing assessment by a professional audiologist, to decide the most suitable hearing device to match the individual hearing impairment necessities. Hearing devices are usually available in four styles: body-worn, behind-the ear, eyeglass, and in the ear.

**Cochlear Implants** are a comparatively new technology aimed at delivering sound information for persons with profound hearing disabilities. While hearing aids and other hearing assistive devices are intended to magnify sound, an implantation can in fact enable the user to hear sounds that were formerly vague. Cochlear implants become a choice when hearing aids cannot be used or if the person has a very deep hearing loss (Bell 2013: 54). The implant is surgically implanted underneath the skin; it sidesteps the impaired parts of the inner ear and arouses nerves that have not been stimulated before. Waves are then sent unceasingly when there is sound in the background. Nonetheless, special circuitry in the speech processor lessens unsolicited background noise (Hasselbring and Williams 2000: 112).

**Sign Language Interpreters** are people who interpret (convey a message) from either a spoken language or another signed language into another language (Leeson and Vermeerbergen 2010: 324-325). It must be noted that Sign Language Interpreting is only beneficial to those Deaf students who use Sign Language. Moreover, there is some difficulty in finding suitably competent Sign Language interpreters who are able to accurately interpret the content of lectures to the students. However, for Deaf students who can only converse by means of Sign

Language, they are huge help. Mazoue (2011: 25-26), explains that Sign Language interpreters are used in some tertiary institutions in South Africa such as the University of the Witwatersrand (WITS), University of the Free State (UFS), and Durban University of Technology (DUT).

**Note Takers** are provided so that the Deaf students can have the same access to content as their hearing peers (*City Lit*, 2008). For example, a Deaf student attending a lecture is watching a Sign Language interpreter at the front, so s/he who struggle to take sufficient notes the same time. There are two types of note takers, a manual note taker and an electronic note-taker. A manual note taker aims to write down as much as possible, while the electronic note-taker types notes on a laptop. These notes can either be displayed simultaneously to the Deaf person as they are recorded or be saved in a file. Mazoue (2011: 25-26) states that hiring note takers can be costly and suggest that fellow students who are willing can give the Deaf students a carbon copy of their notes as is done at UFS.

**Assistive Learning Devices** are implemented where the lecturer and the student both wear a device, which helps the deaf student to listen to what the lecturer says. A lot of lecturers do not like to put on these devices and students also have difficulties carrying the device around campus (Warick 2004). There may also be hardware difficult resulting in ineffective usage.

**Live Speech Captioning** is a variant of technology that permits people with hearing disabilities to see words as they are being pronounced. This tool works a lot like steno keyboards that are used to record jurisdicitive proceedings. When captioning is utilised in educational settings, a stenographer usually enters material as the lecturer talks and the text is shown on a computer monitor (Hasselbring & Williams 2000: 113). This equipment has proven to be helpful to learners with hearing difficulties enrolled in tertiary institutions. Live Speech Captioning is used at the University of British Columbia, Canada where what is said by the lecturer is displayed on a screen for the students. The equipment is very useful, but is very costly (Mazoue 2011: 25-26).

**Frequency Modulated (FM) Amplification Systems** or an auditory trainer is a FM transmission device that makes a direct connection between the lecturer, who uses a microphone, and the learner, who uses a hearing aid. In this method, background sound is condensed and the lecturer and students can move freely around the lecture venue. However, Bell (2013: 56) cautions that this system may be subjected to outdoor interference. Furthermore, Holmes (2000: 57) expounds that multi-frequencies permit for use by various groups within the same venue, for example, lecture venues that are next to each other. The FM systems are still very popular and of the most frequently used audio improvement devices in tertiary institutions because of their flexibility and mobility for use within or beyond the institutions' buildings (Hasselbring and Williams 2000: 112).

**Audio Loops** were presented in an effort to meet the need to regulate the sound level of the lecturer's voice, to retain regularity in auditory cues between home and institute, to deal more efficiently with background sound, and to offer supreme mobility within a lecture venue (Hasselbring and Williams 2000: 112). An alteration of the FM device defined above, the audio loop leads sound from its basis straight to the listener's ear over a specially prepared hearing aid. Sound may be conveyed through a wire link or via radio waves. Audio loops can be constructed into the walls of lecture venue or made to surround only a certain segment of seats in a lecture venue. This system needs are very easy to maintain and the orientation receivers are attuned with all loop systems (Bell 2013: 56).

**Telecommunication Devices for the Deaf (TDDs)** allow a Deaf individual to make or receive phone calls and is the most commonly known telecommunication device used today. The TDD is connected to a telephone and looks like a small keyboard with a screen to display the incoming or outgoing messages. Some TDDs have a paper printout to record a copy of the dialogue. To use a TDD, the operator types a message on the keyboard that is automatically altered into tones and communicated over the phone line to another TDD, which changes the message back into text form. This system requires both the sender and the receiver of the message to have access to the respective devices. While these

technologies are not typically used in the classroom setting, they allow students with disabilities to interrelate with each other outside of the school environment. This could be for both academic and social reasons, just as their nondisabled classmates do (Hasselbring and Williams 2000: 113).

## **2.5 The theoretical framework underpinning this research**

There are numerous models on the topic of disability, which include the Medical Model, the Social Model, the Socio-linguistic Model, and the Psycho-analytical Model. Grey and colleagues (2016: 263) asserts that the Medical and Social Models of disability are the most deliberated on the available literature. Manago and colleagues (2017: 170) postulate that the social and medical models of disability continue to be the stations from which we can understand disability.

Disability has been observed in a different way by different cultures and historical eras. In the 20th century, disability was associated with the Medical Model that describes a disability as the outcome of a physical condition within an individual. In 2001, the World Health Organisation (WHO) generated a new definition of disability grounded on human rights or the Social Model.

The Social Model of disability has been utilised to describe ways in which disability is seen by the community and as means to break the subjugation of people living with disabilities (Gabel and Peters 2004: 587). The WHO (2001) affirmed disability an umbrella term with numerous constituents:

- Impairments: a delinquent in body occupation or structure
- Activity restrictions: a struggle encountered by a person in performing a duty or action
- Participation limits: a challenge experienced by an individual in taking part in life situations.



Consequently, the WHO (2001) divides the idea of disability from the idea of impairment. It recognizes systemic obstacles, negative approaches, and rejection by the community (intentionally or unintentionally) as contributing causes in disabling people. This model endorses the idea that while physical, sensory, intellectual, or psychological differences may cause individual functional restriction or deficiencies, these do not have to lead to disability unless the community does not recognise and embrace people irrespective of their individual differences.

**Table 2.3: Summary of the Medical and Social Model of disabilities.**

<b>Definition of disability</b>	
<b>Medical Model (Old approach)</b>	<b>Social Model (New Paradigm)</b>
<ul style="list-style-type: none"> <li>• A diagnosis (by doctors)</li> <li>• A medical “problem”</li> <li>• A person is restricted and defined by the deficiency or condition</li> </ul>	<ul style="list-style-type: none"> <li>• A social and environmental problem that deals with accessibility, accommodations, and equity</li> <li>• People with temporary or permanent deficiencies need places to live full and independent lives</li> </ul>
<b>Strategies to address disability</b>	
<b>Medical Model (Old approach)</b>	<b>Social Model (New Paradigm)</b>
<ul style="list-style-type: none"> <li>• Fix the person</li> <li>• Correct the discrepancy within the person</li> <li>• Make available medical, vocational, or psychological rehabilitation services</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminate barriers: physical, intellectual, cultural and educational</li> <li>• Make access through accommodations, universal</li> </ul>

	design, and inclusive learning environments
<b>Role of a person with disability</b>	
<b>Medical Model (Old approach)</b>	<b>Social Model (New Paradigm)</b>
<ul style="list-style-type: none"> <li>• Object of intervention</li> <li>• Patient</li> <li>• Research subject</li> </ul>	<ul style="list-style-type: none"> <li>• Community member</li> <li>• Contributor in cultural discourse</li> <li>• Decision maker</li> <li>• Customer, museum patron, artist, critic, etc.</li> </ul>

Information from Art Beyond Sight 2014

The Medical Model sees disability as a deficiency of something and then attempts to make the disabled person ‘fit in’ with the mainstream society. This can build negative feelings in people with disabilities as it proposes that something needs to be fixed in the person with the disability in order to make them normal or fit the norm (Reiser 2006). One example of the application of this model in relation to the deaf would be parents of a deaf child taking their child to an oral school ‘so they can be taught how to speak’ rather than taking the deaf child to a Deaf school so that the child can develop the Sign Language skills. Mazoue (2011: 41-42) believes that the profoundly Deaf people do not see themselves as disabled and therefore would not like to be treated in terms of this model. Reiser (2006) feels that this model is not acceptable to people with disabilities.



Image from Blue Stockings Magazine 2014

*Figure 2.2: An example of how the medical model and the social of disability views people with disabilities*

In the image above, a cartoon portrays a woman using a wheelchair at the foot of stairs close to a sign that recites “WAY IN, Everyone Welcome!” with an arrow pointing up the stairs. The speech bubble on left reads: “Her impairment is the problem! They should cure her or give her prosthetics”, which is indicated as an example of the Medical Model of disability. The speech bubble on the right reads, “The stairs are the problem! They should build a ramp.” which is shown as an example of the Social Model of disability.

Because of the nature of this study, the Social Model of disability was chosen as a suitable theoretical framework because it does not create the same negative outlooks as the Medical Model of disability. The Social Model does not try to fix a disabled person but it rather looks at what can be done to change the environment to accommodate people with disabilities. This model is popular in the world today because it is inclusive rather than exclusive as it accepts people as they are, and it does not try to change or fix them to fit in with the rest of the world (Reiser 2006). Lazarus and colleagues, Daniels and Engelbrecht (2005), Cayton (1997), and Magongwa (2008) support this model.

Glaser and Van Pletzen (2012: 5) explicate that this model highlights the necessity for accommodation or 'normalisation' of differences. Furthermore, it supports variety and inclusion of all people in the community, together with those living with disabilities. Disability is perceived as the consequence of 'disabling environments', such as separated social arrangements or social and structural barriers, whether physical, organisational, or attitudinal (Corker 1998; Heap 2003). It is contended that these obstacles negate disabled people a chance to fully participate in the community. Within the Deaf perspective in particular, disputes of disability are touchy, with members of the community maintaining they are a linguistic minority rather than a disabled group (Ladd 2003). Deaf people believe that their existence has more to do with conjoined language minorities and want to be seen within a social, cultural, and linguistic perspective that emphasises not only their deafness, but also their input to society on the basis of a language and a culture. More significantly, this model highlights the involvement of society in creating the 'disability' of Deaf people (Glaser and Van Pletzen 2012: 26).

## **2.6 Conclusion**

This chapter presented the relevant literature on Sign Language, users of Sign Language, the status of SASL in South Africa as well as in other countries. The chapter also discussed the general education and the Deaf education system in South Africa. Furthermore, the chapter deliberated on FET Colleges in South Africa in terms of how SASL users access FET's, the barriers that prevent Deaf students from accessing FET Colleges, and aids that are available to assist Deaf students to cope in the higher education environment. Lastly, the theoretical framework underpinning this research was discussed and the chapter was then concluded.

The following chapter provides an overview of the research methodology that was employed in this study.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter describes the research methodology employed in this study. The discussion will include the research design, the target population, sample size, sampling method, and data collection methods including the types of questionnaire, the administration of the questionnaire, and data analysis. Interview schedules and interviews conducted will also be discussed.

### **3.2 Research aim**

The research seeks to investigate how access to the FET Colleges for SASL users might be improved and identifies factors impeding access to the FET Colleges for the Deaf students in order to suggest possible interventions for improvement.

#### **3.2.1 Research objectives:**

The specific research objectives are as follows:

1. To investigate factors which might impede access to the FET Colleges for the Deaf community.
2. To identify any measures taken by the FET Colleges to accommodate the Deaf students.
3. To suggest possible interventions to improve access to FET Colleges in KZN for the SASL users.

### 3.3 Research questions:

The following research questions will be used to guide the inquiry:

1. What factors can be seen to be limiting access to the FET Colleges for the Deaf community?
2. What (if any) measures are in place to assist the Deaf students at the FET Colleges?
3. What options can be identified which might enhance access to the FET Colleges in KwaZulu-Natal for the SASL users?

### 3.4 Research design

According to Leddy and Ormrod (2010: 22), research design is “a set of guidelines and instructions to be followed in addressing the research problem”. The key purpose of a research design is to permit the investigator to foresee suitable research decisions, in order to maximize the final results’ validity. Babbie (2016: 113) concurs by stating that research design transpires at the commencement of a research project and it contains different stages of a succeeding project where the researcher needs to clearly specify what they want to find out and then decide the best way to do it. Babbie (2016: 90-93) further explains that the three commonly used purposes of research are exploration, description and explanation. The purposes of useful research (Babbie 2016: 90-93) can be defined the as follows:

**Exploration:** Effort to advance an initial, coarse understanding of some phenomenon

**Description:** Detailed measurement and reporting of the features of some population or phenomenon being studied

**Explanation:** Is the detection and writing of relationships among various features of the phenomenon being studied

Even though some studies can have more than one of the abovementioned purposes, probing them individually is expedient because each has diverse effects for other parts of research design. This study was descriptive in nature. The researcher chose a descriptive method because it gives detailed measurement and reporting of the features of some population or phenomenon under the study (Babbie 2016: 90-93). In addition, (Sekaran and Bougie 2013: 96-99) the descriptive method was used based on the following advantages:

- to understand the features of a group in a given situation (SASL users in KwaZulu-Natal),
- to think systematically about features in a given situation,
- to offer ideas for further studies, and
- to assist in taking decisions relating to the specific problem relating to the factors limiting access to FET Colleges to the Deaf community in KwaZulu-Natal.

### **3.5 Research method**

According to Fellows and Liu (2015: 49) research methods are practices used for data collection, data analysis, and so forth. Each research method has its strong and weak points and some theories are more suitably investigated through some methods than others (Babbie 2016: 115). In this study, which investigates the accessibility of FET Colleges to SASL users in KwaZulu-Natal, the mixed methods approach was selected. Both qualitative and quantitative was used as this was considered an appropriate means of collecting data. Several definitions exist for mixed method approach. Creswell (2013: 4) describes the mixed method approach as an approach to inquiry which involves integrating data collected using both the quantitative and qualitative research designs. Azorin and Cameron (2010: 96) argue that mixed methods research designs consist of at least one quantitative method designed to collect numbers such as statistics and percentages, and one qualitative method designed to collect words.

The mixed method was chosen because the researcher wanted to avoid shortcomings of a standalone method, since the mixed method research design offers greater coverage (Barbour 2014: 206). Johnson, Onwuegbuzie, and Twinn (as cited by Truscott, 2010: 317) suggest that the aim of mixed methods is not to substitute quantitative or qualitative approaches, but to enhance their strong points and reduce their weaknesses.

### **3.5.1 Qualitative and quantitative research aspects**

Given (2008: 1) asserts that quantitative data is any data that is in statistical system, such as numbers and percentages. The quantitative method was used on biographical information of the Deaf participants and the representatives from the FET Colleges. The quantitative technique was chosen because its data analysis is less time consuming and enables the researcher to reach a large percentage of the population and it offers a precise and numerical data that can be effortlessly interpreted. This explains why Sekaran and Bougie (2013: 147) emphasises that quantitative research is more effective when compared to the qualitative research which takes times and doesn't always have results that can be generalised. The use of both methods (mixed methods) enabled the researcher to properly conduct statistical analysis of validity and reliability.

Creswell (2009:173) defines qualitative research as an investigative method useful for exploring and understanding a fundamental phenomenon. Bryman and Bell (2007: 35) further explain that qualitative methods commonly attempt to interpret and detect real life occurrences from their natural settings and so "the method does not need calculations and digits measurement". Qualitative data was gathered through open-ended questions on the questionnaires, and through interviews that involved both structured and semi-structured questions. Open-ended questions allowed the respondents to give additional information not covered in the closed questions as well as any views and key information from participants.



It is hoped that this research will contribute to enhanced access to FET Colleges in KwaZulu-Natal for SASL users.

### **3.6 Target population**

According to Zikmund and Babin (2013: 312), a population is the number of all the participants that fit into a research's required conditions and reflect the wholeness of the people that the researcher reasons will yield appropriate and generalizable results and it usually has varying characteristics. Sekaran and Bougie (2009: 265) explain that effective research needs the population of the study to be clearly defined to allow a representative sample size to be determined in order to be generalisable. The population that was used for this study were South African Sign Language users, who have left school and want to further their studies at higher education institutions, as well as representatives who are in managerial positions from the selected Further Education and Training Colleges and a representative from the Department of Higher Education and Training in KwaZulu-Natal.

### **3.7 Sampling method**

Sekaran and Bougie (2013: 244) define the sampling method as a procedure of choosing a suitable number of the components from the population to safeguard a study of the sample and a comprehension of its features as well as to make it possible to generalise such features to the population elements. They go on to say that it is vital that the right individuals, objects, or events are carefully chosen as representatives for the entire population. In this study, the researcher felt that purposive sampling would be suitable to address the objectives of the study as it is aimed specifically on SASL users in KwaZulu-Natal who have left school and want to further their studies at higher education institutions.

Sellevoll (2016: 21) concurs as he states that when choosing a sample, it is imperative to select individuals who have knowledgeable with the problem at hand as

stated in the problem statement. This research thus made use of a purposeful sampling under the auspices of non-probability sampling.

Babbie (2012: 192) defines a non-probability sampling technique as the gathering of sampling methods, which have distinctive features that are biased and can influence the sample selection. This is a kind of non-probability sampling method where units in the sample are chosen centered on features pre-specified by the investigator so that the sample will have identical distribution features presumed to be present in the population (Babbie 2012: 192). Some of the pre-specified characteristics were that the samples had to be South African Sign Language users, be out of school, and want to further their studies at higher education institutions.

### **3.7.1 Sample size of the study**

Sample size refers to the quantity of units that will be nominated into the research study (Burns and Bush 2010: 60). Sekaran (2006: 33) further states that not all the units usually make up the study sample. This is mostly because of some participants opting out before and during research processes, which is also seen in this study as the anticipated sixty (60) participants were reduced to fifty (50).

Sampling assists in obtaining more definite and less boisterous information from a subgroup of people (Chamaz 2006: 18). Since this study employed a mixed method approach, Tashakkori and Teddlie (2010: 3) assert that both the probability and non-probability sampling are the paramount sampling methods that are suitable for participants sourcing. However, Yin (2009: 262) declares that the selection of in-depth data is achieved by doing a purposeful sampling. Since the research specifically needs users of SASL who are out of school and want to further their studies at higher education institutions, the researcher decided it would be best if the participants were specifically chosen along these criteria.

Sekaran and Bougie (2013: 246) describe a sampling frame as a representation of all units or components in the population from which the sample is drawn. Furthermore,

they state that the decision on how great a sample size should be are centred on six factors:

- the research objective,
- the extent of accuracy desired,
- the tolerable risk in foreseeing that level of accuracy,
- the amount of variability in the population itself,
- the cost and time restrictions, and
- in some instances, the size of the population.

In this study, a total number of fifty (50) South African Sign Language users filled in questionnaires and two representatives from FET colleges were interviewed.

### **3.7.2 Selection criteria**

The criteria for the selection of Deaf and hard of hearing participants were that they were out of school and want to further their studies at higher education institutions. The participants were recruited by inviting all Deaf and hard of hearing people from the four selected Deaf organizations in KwaZulu-Natal to participate in the study.

## **3.8 Pretesting the questionnaire**

Babonea and Voicu (2011: 1323-1325) point out that pretesting is an important step in research and that it is essential to make sure that mistakes are reduced. Furthermore, pretesting helps to advance the quality of data considerably. It is generally done with a small sample of respondents from the target population. Saunders and colleagues (2009: 362-395) concur that before using a research questionnaire to collect data, the questionnaire must be pretested. The purpose of the pretesting was to improve the questionnaire so that the participants would have no difficulties in answering the questions. There would be less toil in recording the data. Pretesting further allowed the

investigator to evaluate the questions' validity and reliability of the data that would be collected. For this study, data was collected from ten deaf participants as a questionnaire pre-test. This was done prior to the dissemination of the main questionnaire to selected respondents. The responses to this pilot were then read and analysed. The investigator deliberated the responses with her supervisors and all questions that appeared to be unclear or caused confusion were either removed or improved. These respondents were then left out in the main investigation.

### **3.9 Data collection**

Sekaran and Bougie (2013: 113) state that data can be attained from both primary and secondary sources. They define primary data as the information obtained first-hand by the investigator on the variables of interest for the purpose of the study, and secondary data as material gathered from sources that are already present. In this study, the researcher chose to use both primary and secondary data to address the objectives of the study. Primary data was gathered by means questionnaires and structured interviews, whereas the secondary data was gathered through literary sources and relevant documents (please see Chapter 2).

#### **3.9.1 Questionnaires**

Martin (2006: 3) explicates that the improvement of a questionnaire includes choices about phrasing, questions arrangement, election and wording of response options, formatting, and mode of question administration. He further explains that this tool must be appropriately primed and dependably directed for it to be an important tool for data collection. The researcher linked the questions to the research objectives and others were derived from the literature. This was done to make sure that the questions address the research objectives as well as to ensure validity of the outcome of the research. This study used a self-administered questionnaire to collect data from the Deaf participants.

The reason for using a self-administered questionnaire was centred on the following advantages suggested by Denscombe (2012: 91-108):

- With self-administered questionnaires, the investigator can collect all the complete replies within a short period of time;
- uncertainties that the participants may have on any question can immediately be explained;
- it offers the researcher a chance to introduce the research topic and encourage the respondents to offer their honest answers; and
- administering the questionnaire does not need as much skills as interviews do and it can be administered to a great number of individuals at the same time (Sekaran and Bougie 2013: 147).

To obtain the appropriate information from the questionnaire, the researcher opted to use both open-ended and closed-ended questions. With the open-ended questions, the respondents were requested to complete the blank spaces on the questionnaire. The key aim of using open-ended questions was to allow the respondents to freely express themselves in their own words in the lines provided. Furthermore, Wagner and Colleagues (2012: 108-109) highlight that open-ended questions afford a great deal of flexibility for the respondents and in-depth information can be provided. They are also excellent for identifying difficulties, suggesting, and exploring topics deeper.

On the other hand, closed-ended questions also permit greater regularity within the research findings (Babbie 2012: 240). The reason for the use of closed-ended questions is that the questions were direct and faster to answer; they needed least writing by the participants. Closed-ended questions decrease the chance of getting unconnected responses and guarantee easy coding of data. Nonetheless, open-ended questions are good for the benefit of the results because they permit respondents to express themselves more thoroughly rather than simply providing generic answers. The researcher hence opted to use both open-ended and closed-ended questions.

During the process of administering the questionnaire, a SASL interpreter accompanied the researcher to all the Deaf organisations that were visited. The reason

for bringing along a SASL interpreter for the issuing of the questionnaires was for the interpreter to explain in SASL what the research was aimed at achieving. Moreover, the interpreter served to facilitate communication should there be any questions arising during and after the administering of the questionnaires. All the data gathered from the questionnaires was captured into a Microsoft Excel spreadsheet and saved onto a memory stick.

### **3.9.2 Interviews**

Sparkes and Smith (2014: 83) refer an interview as being

“a craft and social activity where two or more persons actively engage in embodied talk, jointly constructing knowledge about themselves and the social world as they interact with each other over time, through a range of senses, and in a certain context.”

Rubin and Rubin (2012: 41-58) explain that there are numerous typologies of interviews in qualitative research such as structured, unstructured, semi-structured, and focus groups. This research employed the structured and semi-structured type of interview in retrieving the data (Saunders et al 2007: 245-247). As a result, the interviewer used a guide sheet of questions around which to base the discussions (see Annexure E). All responses were written down and were later captured into a Microsoft Excel spreadsheet and saved onto a memory stick.

Kvale (2007: 57) explains that it depends on the interviewer’s decision and delicacy as to how many follow-up questions should be used, based on the responses provided by the interviewees. This type of interview structure was suited for this study as it allowed the representatives from the FET Colleges visited to give insight on organizational systems in place to improve access for Deaf students as well as to elaborate on factors impeding access for these students.

The initial plan was to interview four people working in managerial positions from FET Colleges in KwaZulu-Natal. However, after countless requests to obtain permission to conduct interviews, the researcher was unsuccessful. The researcher then identified five other FET Colleges, of which two granted the researcher permission to conduct interviews. One interview was conducted at Ethekwini FET College at their Springfield campus, and the other interview was conducted at Umbumbulu FET College.

The researcher also scheduled an interview with a representative from the DHET so that s/he could share information on any measures which are being taken to implement the resolutions set out in the White Paper 6 (Ministry of Education 2001) as well as the White Paper for Post-School Education and Training (2013). Unfortunately, the person assigned to assist the researcher with this study did not respond to the emails that were sent.

The interview questions are attached in Annexure E.

### **3.9.2.1 Obtaining permission to conduct the interviews and issue questionnaires**

Firstly, the researcher made appointments with the managers of the four selected Deaf organisations. The researcher met with the managers, explained what the study was about, and then requested to conduct research in their organisations. Permission was granted and the researcher was grateful and thanked the managers. The researcher visited the organisations on different dates that were agreed upon during the preliminary meetings. On each visitation, a SASL interpreter who facilitated communication between the researcher and the d/Deaf participants accompanied the researcher. The information letter and the consent form were clearly explained to the participants and were signed. The participants were then given the questionnaires to fill in their own time and were collected. When the data collection process was complete at the organisations, the researcher thanked all the participants.

Secondly, the researcher made appointments with the managers of the FET Colleges. The researcher met with the managers, explained what the study was about,

and then requested to conduct research in their organisations. Permission was granted and the researcher was grateful and thanked the managers. The researcher visited the colleges on different dates that were agreed upon during the meetings. The researcher explained what the study was about and gave the participants the letter of information and the consent form. After carefully reading the letter of information and the consent form, the respondents signed these documents and the interviews commenced. The interviews with the representatives from the FET Colleges were conducted as objectively and professionally as possible. When the data collection process was complete at the FET Colleges, the researcher thanked all the respondents.

The letter of information contained the title of the research study, the researcher's details, supervisor's details, purpose of the study, procedures involved in completing of the questionnaire, and any risks or benefits involved for the participants. All participants were assured that they could pull out from the study at any time and that anonymity and confidentiality would be maintained throughout. Contact details of the responsible persons were given in the event of participants having any problems or questions. The above material was provided to assure the participants that the proper ethical processes were followed in this study.

### **3.10 Ethical Considerations**

As this study is about investigating accessibility of FET colleges to South African Sign Language users in KwaZulu-Natal, the research therefore targets the Deaf people within this province. Taking into consideration that Deaf people are perceived as the vulnerable group permission was sought from management and relevant authorities of the Deaf organizations that were visited. These were KZN Deaf and Blind Association, KZN Deaf Association, South African National Deaf Association, and Edeaf. Ethical considerations for this study were therefore carefully planned, resulting in the application to conduct research being granted.



The researcher followed the Durban University of Technology's (DUT) ethics clearance guidelines to protect the identities of the participants. The participants were assured that their participation in the study would remain anonymous and were also given a choice to use pen-names in case they feared to participate with their true identity in the study. Furthermore, the aim of the study was plainly explained to all the participants in the form of an information letter and consent forms (see Annexures B & C).

The researcher answered all questions that the participants had about the information letter through a SASL interpreter. The researcher also explained what her anticipations were. After the information letter had been explained, the issues of consent, confidentiality, risks, and benefits of their participation in the study were discussed. The researcher stated clearly that participation in the study was voluntary and that whether they decided to participate or not, they would not be penalised in any way. Moreover, anytime that they wish to withdraw from participating in the study, they were free to do so.

The researcher obtained a clearance letter from the Research Ethics Committee, which permitted her to conduct the study. Ethical considerations deliberated indicate that the researcher understands that she has a responsibility to the participants on whom she depends for the study.

### **3.11 Participants**

A total of sixty (60) Deaf and hard of hearing people, four representatives from FET Colleges and, one representative from the DHET were invited to participate in the study. However, ten participants did not return the questionnaires, two representatives from FET Colleges did not participate in the study, and a representative from the DHET did not respond to emails requesting their participation in the study.

### **3.12 Research procedure**

The procedure followed in data collection was as follows:

- Clearance for research was secured from the DUT's Ethics Committee (see Annexure F).
- The aim of the study was explained to potential participants (see Annexure B).
- The researcher personally interviewed and issued questionnaires to the participants from the FET Colleges and Deaf organisations in KwaZulu-Natal.
- Participants were requested to read and sign consent forms allowing to be asked questions, and the use of data collected through interviews and questionnaires. (see Annexure C).

### **3.13 Data analysis**

Data analysis involves the handling, organising, summarising, and classifying the statistics and reciting them in more expressive terms (Malhotra and Birks 2010: 410). According to Ader, Mellenbergh, and Hand (2008: 336) data analysis is the course of cleaning, checking, altering, and modelling data with the intention of showing useful information, supporting decision making, and suggesting conclusions.

The data was cleaned and captured on a spreadsheet using Microsoft Excel and the researcher used a computerized software system called Moon-stats to carry out a preliminary analysis. All raw data entered in the computer were checked for precision and cleaned (Burns and Grove 2001: 734).

The data was saved on the USB mass storage device and the whole spreadsheet was printed. Moon-stats, was also utilised in order to assist the Microsoft Excel spreadsheet data storage and analysis system. The stored information was then analysed and descriptive statistics were generated using Moon-stats to summarize data and were then presented. For an easier overview of the analysed data, the use of graphs based on a Microsoft Excel application and Moon-stats statistical solutions was adopted.

### **3.14 Conclusion**

This chapter provided an overview of the methodology that was adopted to conduct this study. Questionnaires and semi-structured interviews were used as well as recognised data collection tools. Qualitative and quantitative methods were employed to collect data. Pretesting was also done to take care of reliability and validity matters in the study. Ethical issues were taken into account to make certain that the research was conducted within established ethical restrictions.

The following chapter presents the data analysis of the study.

## CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

### 4.1 Introduction

The preceding chapter displayed the research methodology and the methods that were used in collecting the primary data for this study. This chapter presents the results and discusses the findings obtained from the questionnaires and interviews within this study. The questionnaire and interviews were the primary tools used to collect data. Questionnaires were distributed to 50 deaf participants and interviews were conducted with a representative from eThekweni FET College (Springfield Campus) and a representative from Coastal FET College (who is responsible for eight campuses in KwaZulu-Natal). The data collected from the responses was analysed using Moon-stats. The results will be presented in form of histograms, bar charts and table. Explanations will thereafter be provided

### 4.2 Management responses from FET Colleges

**Question 1: How long have you worked (as the manager) in this FET College?**

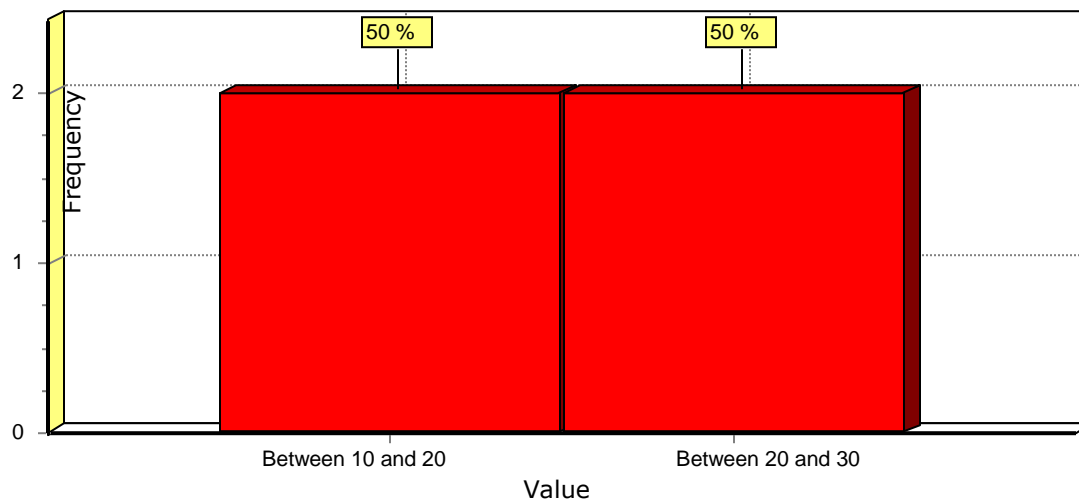


Figure 4.1: Period worked at an FET College

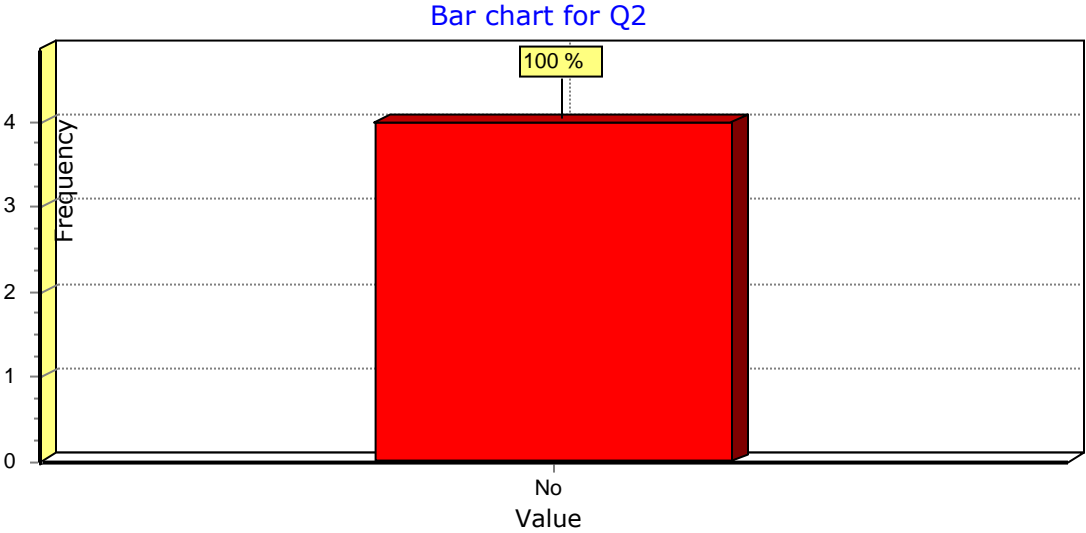
**Table for 4.1 Experience of respondents who are in management positions at FET Colleges**

Frequency Table	AGE		
VALUE	N	%	Cum %
Between 10 and 20	1	50.00	50.00
Between 20 and 30	1	50.00	50.00
TOTAL	2	100.00	

Frequency tabulation is a listing of the values or scores and how frequently they occur.

In table 4.1 above, one of respondent, who is in a management position at an FET College says they have above 29 years of experience while the other one said they have below 10 years of experience at FET Colleges. These results indicate that both the representatives from FET Colleges are well experienced in their fields, which may indicate that they have in-depth knowledge about FET Colleges.

**Question 2: Is this FET College accessible to deaf students?**



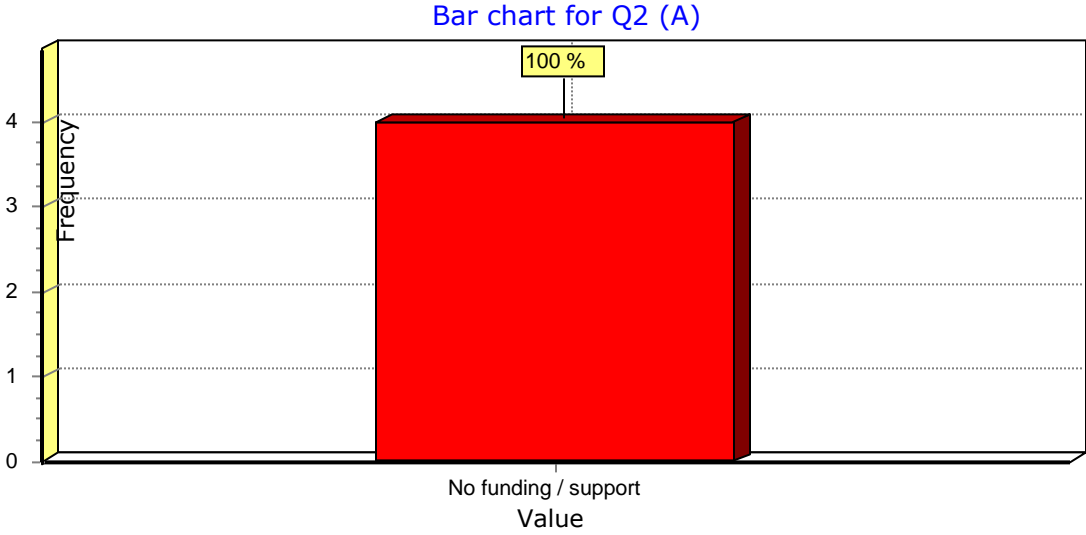
*Figure 4.2: Accessibility of FET Colleges to Deaf students*

**Table 4.2: Accessibility of FET Colleges to Deaf students**

Frequency Table	Q2		
VALUE	N	%	CUM %
Yes	0	0	0.00
No	2	100.00	100.00
Total	2	100.00	

In the table above, both respondents who are managers at FET Colleges say that Deaf students have no access to FET Colleges. A respondent explained that the reason for the non-provision of SASL interpreters is that funds have not been allocated for this kind of services yet. One respondent went on to say that even though no assistance is provided for deaf students now, every potential student who meets the entry requirements is accepted regardless of their disability. However, since the college does not have SASL interpreters, the student needs to provide their own interpreters.

**Question 2(a): Why is this FET College not accessible to deaf students?**



*Figure 4.3: Responses to the inaccessibility of FET College to deaf students*

**Table 4.3: Responses to the inaccessibility of FET College to deaf students**

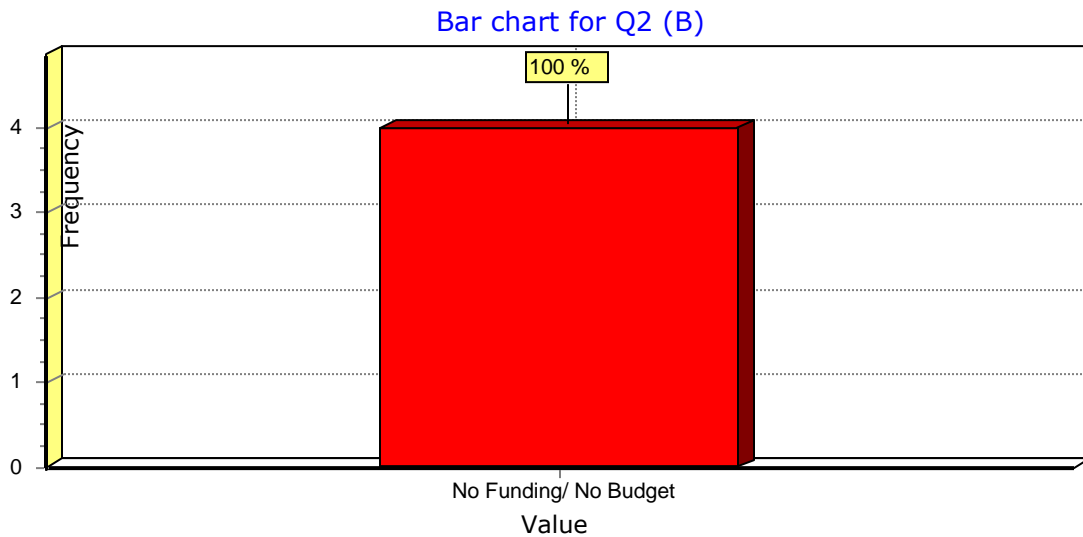
<b>Frequency Table</b>	<b>Q2 (a)</b>		
<b>VALUE</b>	<b>No</b>	<b>%</b>	<b>CUM %</b>
No funding/ support	2	100.00	100.0
TOTAL	2	100.00	

In Table 4.3 both managers at FET Colleges say that there is no funding allocated for the provision of SASL interpreting services for deaf students and there are no resources. In addition, there is no dedicated support services for students with disabilities who want to further their studies at FET's.

The issue of lack of funding and no resources to assist deaf students in educational institutions is a serious one. Mohlala (2005) states that one school gave a report, which said that it has decided to no longer accept d/Deaf students because the cost of teaching them is prohibitive.

One respondent explained that FET Colleges in South Africa are not encouraged to enrol students with deafness because there are no resources to assist in teaching them since they only communicate through SASL.

**Question 2(b): What are the factors impeding or limiting access for deaf students**



*Figure 4.4: Factors impeding or limiting access for deaf students at FET Colleges*

**Table 4.4: Factors impeding or limiting access for deaf students at FET Colleges**

Frequency Table	Q2 (b)		
VALUE	N	%	CUM %
No funding	1	50.00	50.00
No Budget	1	50.00	100.00
TOTAL	2	100.00	

In Table 4.4 one of manager at an FET Colleges, says that there is no funding for deaf students, while the other one concur by saying that there is no budget to carter for deaf students. During the interview, one respondent clarified by stating that the support services and devices that will need to be provided by the college to d/Deaf students will cost too much money.



**Question 2(c): What has been done to enhance access at this FET College for SASL users?**

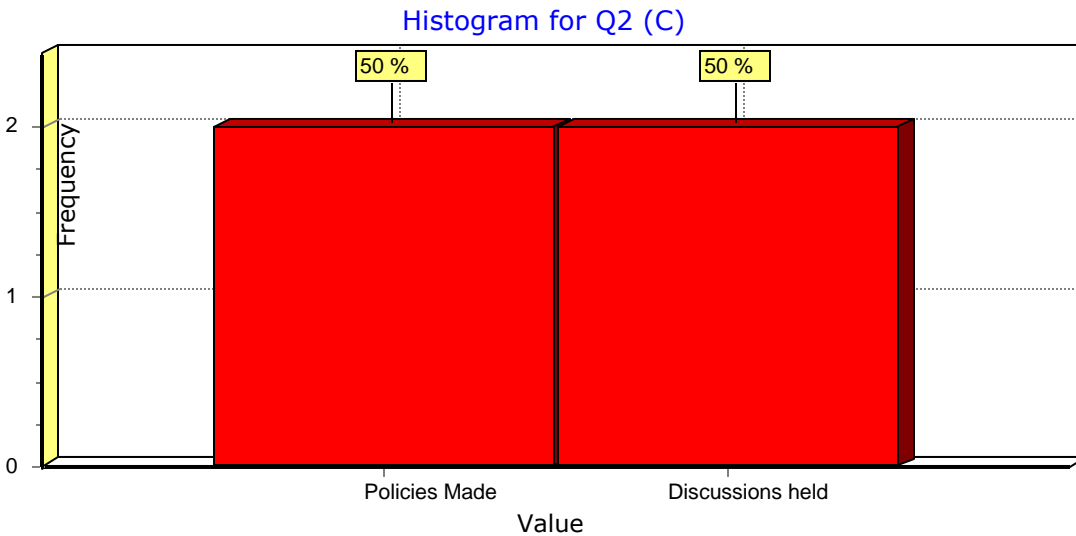


Figure 4.5: What has been done to enhance access at the FET Colleges for SASL users

Table 4.5: What has been done to enhance access at the FET Colleges for SASL users

Frequency Table	Q2 (c)		
Value	N	%	Cum %
Policies made	1	50.00	50.00
Discussions held	1	50.00	100.00
Total	2	100.00	

Table 4.5 shows that one manager has had discussions and attended workshops on how to make their institutions inclusive for disabled students while the other one is aware of policies in place to ensure that students with disabilities have the same equal access to higher education as their abled-bodied peers. During the interviews, one respondent

raised a concern that they have been writing to the DHET for years, pleading for the students with deafness to be registered, but they have never responded or given any feedback up to now about the request.

**Question 2(d): Are there any systems in place to assist deaf students at FET Colleges?**

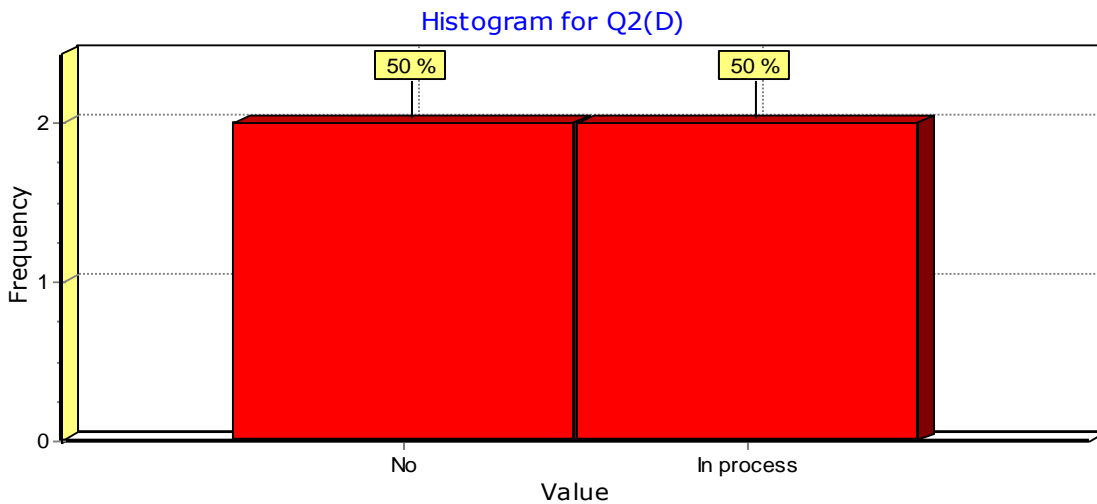


Figure 4.6: Systems in place (if any) to assist deaf students at FET Colleges

**Table 4.6: Systems in place (if any) to assist deaf students at FET Colleges**

Frequency Table	Q2 (d)		
Value	N	%	Cum %
Yes	0	0.00	0.00
No	1	50.00	50.00
In process	1	50.00	100.00
TOTAL	2	100.00	

In Table 4.6, one of manager says there are no systems in place to help deaf students while another one says they are in the process of trying to get the DHET to allocate

funding which will be used to offer the additional services that students who use SASL require to enable them entry into institutions of higher learning. One responded explained that they have never received a request from a d/Deaf student to enrol in their institution. The respondent advised that students who use SASL should come in their numbers during the registration period so that the DHET can see that there is a demand for access and possibly allocate a budget to accommodate them.

### 4.3 Responses from Deaf participants

#### Question 1: How old are you?

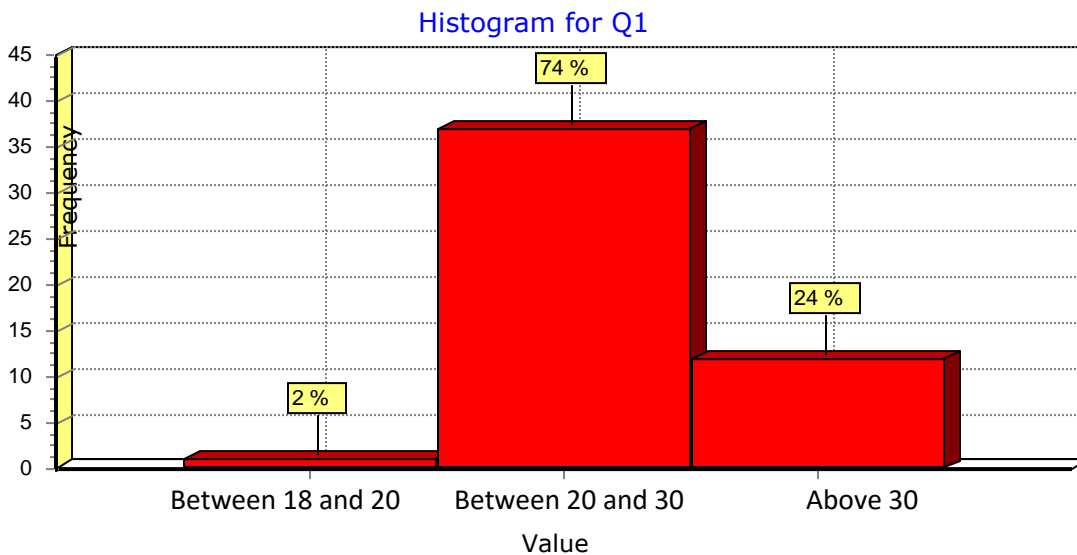


Figure 4.7: Age of Deaf participants

Table 4.7: Age groups of deaf participants who completed the questionnaires

Frequency Table	Q1		
Value	N	%	Cum %
Between 18 and 20	1	2.00	2.00
Between 20 and 30	37	74.00	76.00
Above 30	12	24.00	100.00
Total	50	100.00	

Table 4.7 above shows different age groups of d/Deaf participants who completed the questionnaires. It shows that the highest percentage respondents who are deaf were between the ages of 20 and 30 years making 74%, followed by 24% who were 30 years

and above lastly, 2% fall under the age group of between 18 and 20 years. This question was included to get views and comments from people of different age groups, be it youth or much older people.

**Question 2: What is your highest level of education?**

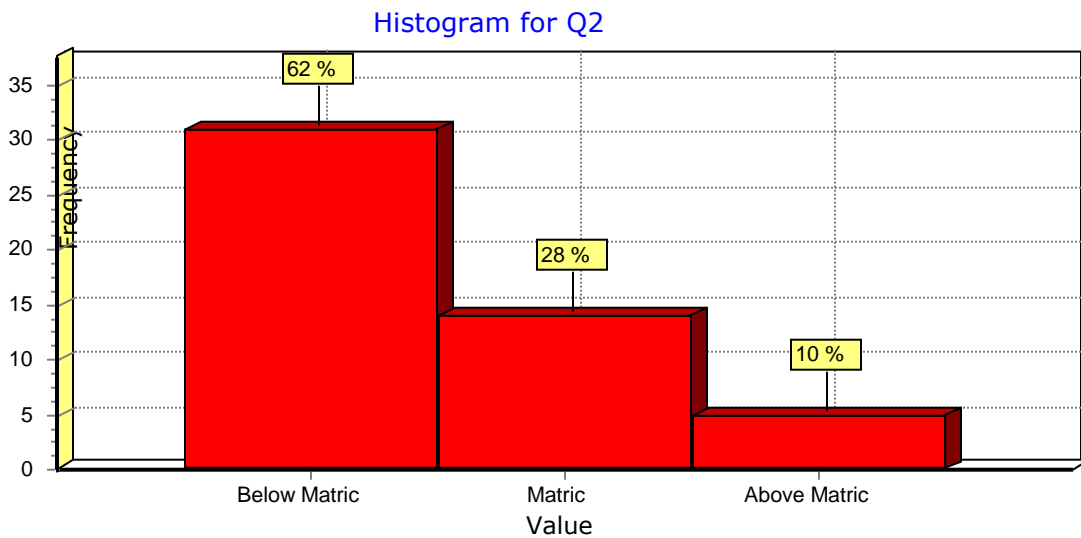


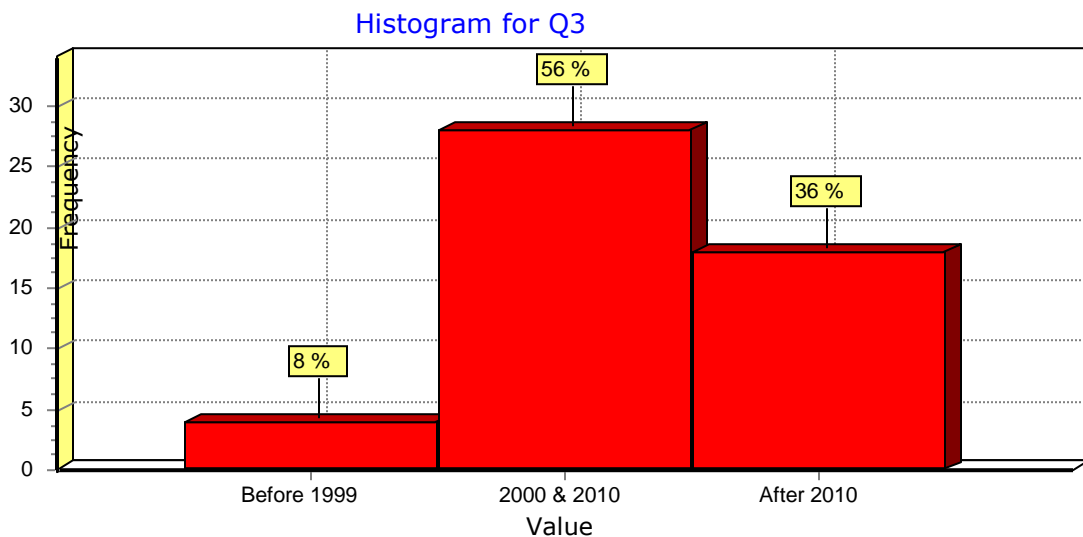
Figure 4.8: Highest level of education

**Table 4.8: Level of education of Deaf participants**

Frequency Table	Q2		
Value	N	%	Cum %
Below Matric	31	62.00	62.00
Matric	14	28.00	90.00
Above Matric	5	10.00	100.00
Total	50	100.00	

In the table 4.8 above, 62% of respondents indicate that their level of education is below matric while 28% have completed matric and 10% have studied at either tertiary, higher, or further learning institutions. This table shows that there are some d/Deaf individuals who, against all odds, have been able to acquire a matric certificate. On the other hand, it reveals that the majority are experiencing high levels of exclusion when it comes to education. With just eight deaf schools that offer a matric certificate in KwaZulu-Natal, it is not surprising that many deaf individuals are unable to reach the high school level. Hence, they need to further their education at FET Colleges to gain entry at higher education institutions (Swift, 2012).

**Question 3: Which year did you complete your highest level of education?**



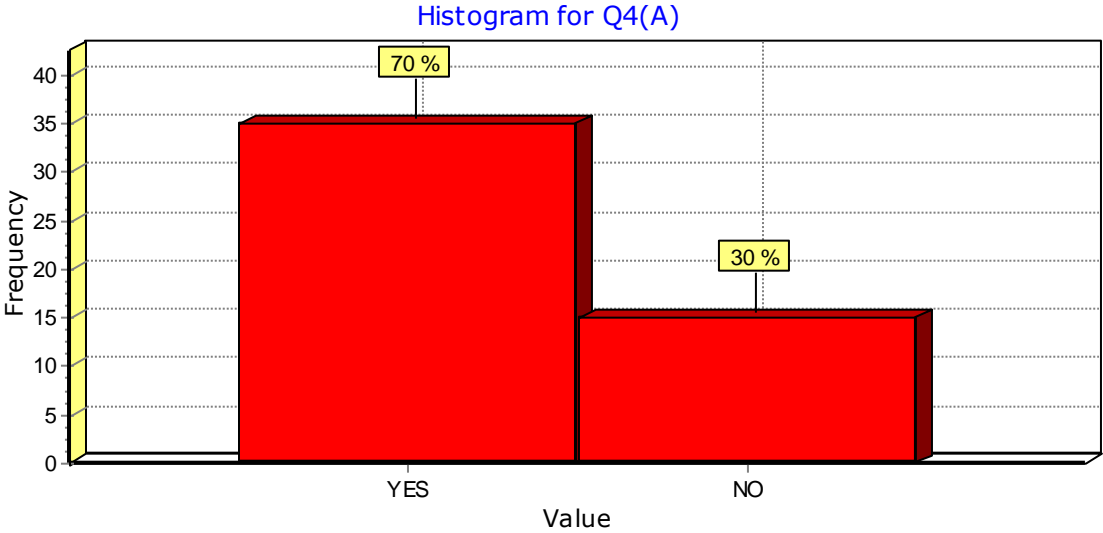
*Figure 4.9: Year in which the highest level of education was completed*

**Table 4.9: Year in which the highest level of education was completed**

Frequency table	Q3		
Value	N	%	Cum %
Before 1999	4	8.00	8.00
Between 2000 and 2010	28	56.00	64.00
After 2010	18	36.00	100.00
Total	50	100.00	

Table 4.9 reveals that 56% of respondents completed their highest level of education between 2000 and 2010, while 8% completed before 1999, and 36% completed after 2010. This question gives insight of what a deaf person goes through in South Africa. For instance, a person who completed his matric in 1992 has never been accepted in an FET college just because there are no resources to accommodate his/her disability.

**Question 4(a): Are you enrolled for any course currently?**



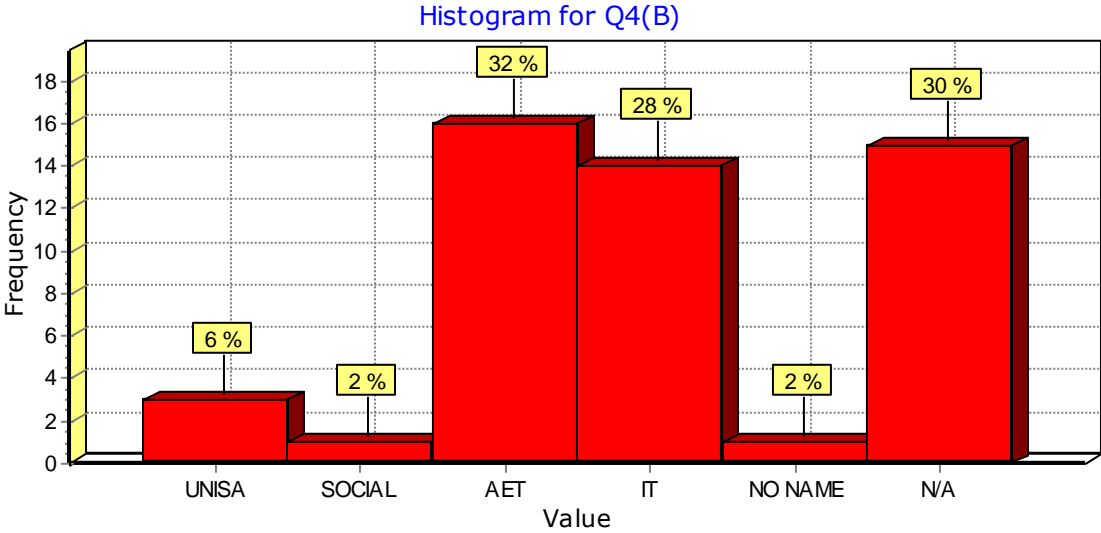
*Figure 4.10: Course in which the participant is currently enrolled.*

**Table 4.10: Course in which the participant is currently enrolled.**

Frequency Table	Q4(a)		
Value	N	%	Cum %
Yes	35	70.00	70.00
No	15	30.00	100.00
Total	50	100.00	

In table 4.10 above, 35 respondents say they are currently enrolled for course while 15 are not studying. It must be noted that the majority of the respondents who are enrolled for courses are doing their internships in various fields at Deaf organizations around KwaZulu-Natal. None of them are enrolled at an FET college.

**Question 4(b): Which institution are you enrolled in?**



*Figure 4.11: Institution enrolled in*

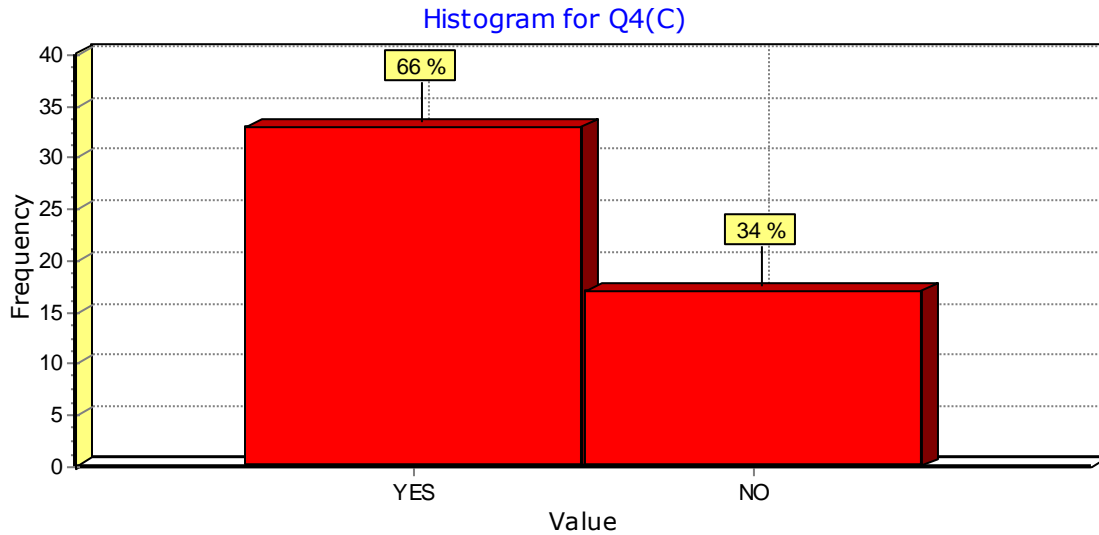


**Table 4.11: Institution enrolled in**

<b>Frequency Table</b>	<b>Q4(b)</b>		
<b>Value</b>	<b>N</b>	<b>%</b>	<b>Cum %</b>
UNISA	3	6.00	6.00
SOCIAL AUXILIARY WORK (DeafSA)	1	2.00	8.00
AET (Edeaf)	16	32.00	40.00
IT (Edeaf)	14	28.00	68.00
NO NAME	1	2.00	70.00
N/A	15	30.00	100.00
TOTAL	50	100.00	

Table 4.11 reveals that 70% of the respondents are currently enrolled for a course while 30% are not enrolled for any courses. This question was included to show the number of respondents who are enrolled at FET Colleges around KwaZulu-Natal. It is important to note that the one respondent who is enrolled for social auxiliary work is doing an internship at DeafSA; the 16 respondents that are enrolled for an Adult Education and Training (AET) course as well as the 14 respondents who are doing Information Technology (IT) are being trained by Edeaf (an organization that trains deaf people). This means that no respondents are currently enrolled at an FET college from the pool that participated in this study.

**Question 4(c) - Does the institution offer support services for deaf students?**



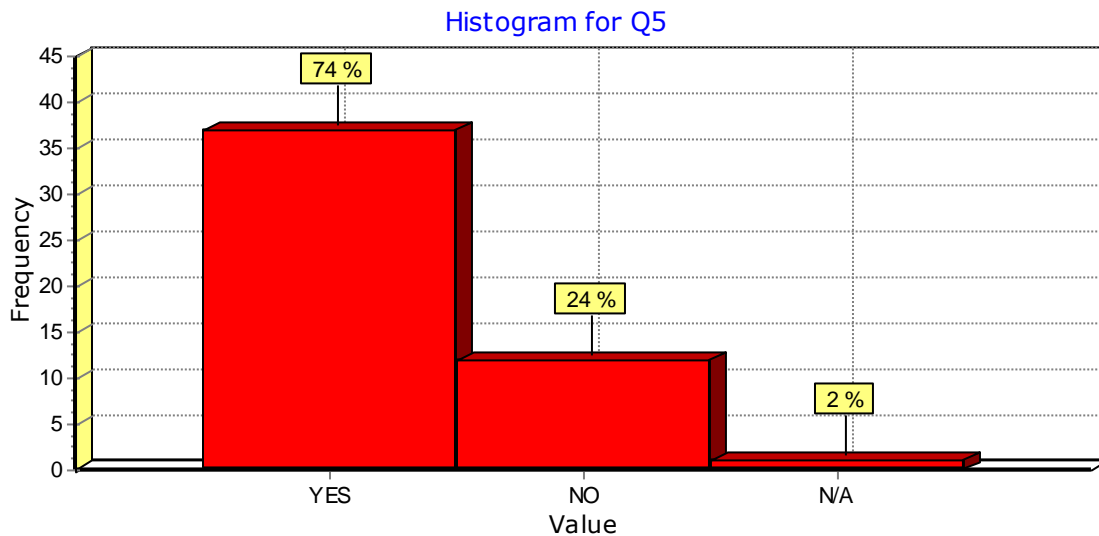
*Figure 4.12: Availability of support services for Deaf students*

**Table 4.12: Availability of support services for Deaf students**

Frequency Table	Q4 C		
Value	N	%	Cum %
Yes	33	66.00	66.00
No	17	34.00	100.00
Total	50	100.00	

Table 4.12 above shows that 66% of respondents say that the institutions that they are enrolled in offer support to deaf students while 34% say these institutions do not offer any support to deaf students. The responses from this question give an indication that the deaf organizations around KZN have a huge positive impact on the lives of d/Deaf people since they equip them with skills as well as using SASL trained facilitators to impart knowledge.

**Question 5 - Do you know of any college that offer support services for deaf students in KwaZulu-Natal?**



*Figure 4.13: Knowledge of colleges that offer support services in KwaZulu-Natal*

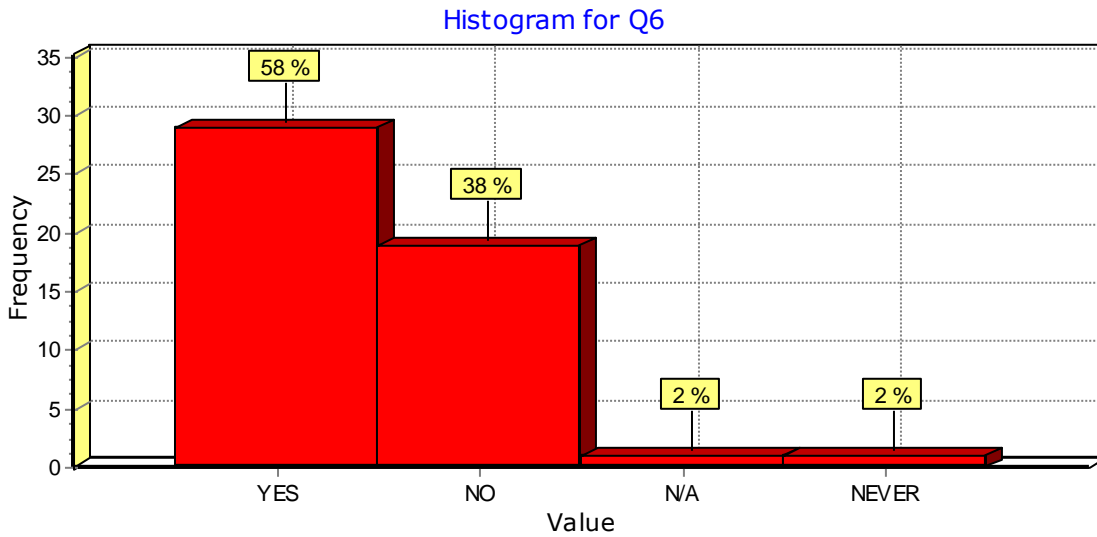
**Table 4.13: Knowledge of colleges that offer support services in KwaZulu-Natal**

Frequency Table	Q5		
Value	N	%	Cum %
YES	37	74.00	74.00
NO	12	24.00	98.00
N/A	1	2.00	100.00
TOTAL	50.00	100.00	

In Table 4.13 above, 37 respondents know of an institution that offers support services to d/Deaf students, 12 respondents say they do not know of any institution that offers support service while one respondent says this is not applicable to them. It is important to note that when the researcher enquired from the respondents who replied 'Yes' to the above question to name the FET Colleges that they were referring to, they all listed Deaf

organisations. In essence this implies that none of the respondents know any FET college that offer support services to SASL users.

**Question 6(a): Have you previously applied at any FET College in KwaZulu-Natal?**



*Figure 4.14: Previous applications to FET Colleges in KwaZulu-Natal*

**Table 4.14: Previous applications to FET Colleges in KwaZulu-Natal**

Frequency Table	Q6		
Value	N	%	Cum %
YES	29	58.00	58.00
NO	19	38.00	96.00
N/A	1	2.00	98.00
NEVER	1	2.00	100.00
Total	50	100.00	

Table 4.14 shows 58% of respondents have applied before at an FET College while 38% have not applied, 2% have never applied, and 2% said this is not applicable to them. It should be noted that the some of the respondents who have never applied at any FET College explained that they have never bothered to apply because they are aware that no SASL interpreting services are currently offered in FET Colleges around KwaZulu-Natal. This means that should this service be offered, d/Deaf people will have the opportunity to apply.

**Question 6(b): If yes, what was the outcome of your application?**

Out of 29 respondents that had previously applied at an FET college, only seven were accepted. Moreover, from the seven that were accepted, only three completed their courses. Below are some of the responses from the respondents who were accepted.

**Table 4.15: Outcome of application**

<b>Respondents that were accepted</b>	<b>Their responses</b>
1	<i>I was accepted on condition that I bring my own interpreter, which I could not afford so I dropped out.</i>
2	<i>I was accepted but I had no one interpreting for me during lectures.</i>
3	<i>I was accepted at INTEC college. I was studying dress making pattern, design and cutting. I was part-time and had a tutor at home. During lectures, I had to write down everything I wanted to say.</i>
4	<i>I was accepted to study public administration at eThekwin FET College.</i>

	<i>However, there were no interpreters. I had to write down everything I wanted to ask the lecturer.</i>
5	<i>I was accepted but encountered some challenges in the classroom since we were mixed with hearing students and we could not communicate with each other, not even with the lecturer because there was no interpreter.</i>
6	<i>Yes, I was accepted but I later quit because there was no interpreter and it was also difficult to communicate on campus.</i>
7	<i>I was accepted and I learnt refrigeration repair.</i>

The other 22 respondents were not accepted for different reasons. The reason that stands out for the rejection of the applicants who use SASL is that there is none provision of SASL interpreters at FET's. Some respondents state they could not even go through the receptionist due to communication breakdown. One respondent boldly stated that he does not really know the outcome of his application since nobody on campus knew how to communicate using SASL.

**Question 6(c): What are the challenges (if any) that were encountered while trying to enroll at an FET College?**

The respondents face similar challenges when it comes to trying to gain entry at an FET college. These challenges include:

**Table 4.16: Challenges (if any) that were encountered while trying to enrol at an FET College**

1.	Lack of SASL interpreters
2.	Admin staff do not know how to communicate in SASL
3.	Lecturers cannot communicate with deaf students
4.	Deaf students end up having to write down everything they need to ask to the lecturer
5.	Inability to pay for tuition
6.	Some deaf students find it difficult to communicate on campus, hence are isolated

The challenges that are listed above are in line with what Walt (2015:29) states in her book (*Why are there so few Deaf university students-is it really a disability?*) as challenges or barriers faced by deaf individuals in South Africa when it comes to education. Walt further recites that the “well-known list” of these challenges or barriers consist of: poor teacher education, systemic constrains (inadequate resources, overcrowded classrooms, distance, and transport), and negative attitudes towards students with disabilities and their inclusion in a ‘mainstream’ classroom.

**Question 7: Are FET Colleges accessible to the deaf community in KwaZulu-Natal?**

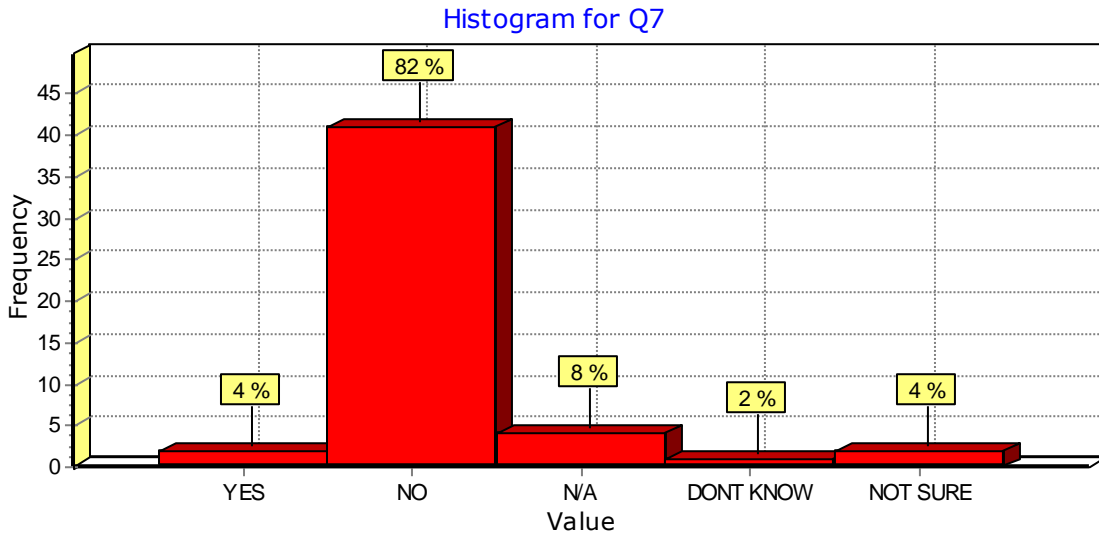


Figure 4.15: Accessibility of FET Colleges in KwaZulu-Natal

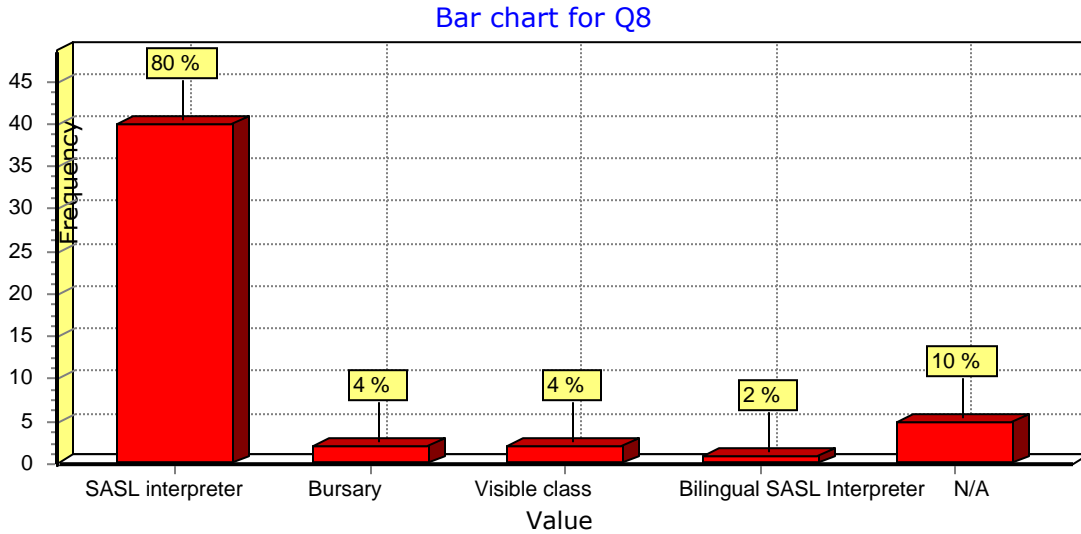
**Table 4.17: Accessibility of FET Colleges in KwaZulu-Natal**

Frequency Table	Q7		
Value	N	%	Cum %
YES	2	4.00	4.00
NO	41	82	86.00
N/A	4	8	90.00
Don't know	1	2.00	96.00
Not Sure	2	4.00	100.00
Total	50	100.00	

Table 4.17 shows that 82% of the respondents say that FET Colleges are not accessible to the deaf community while 4% say they are accessible, 2% said they do not know, while 4% said they are not sure.



**Question 8: What support services do you require from FET Colleges in order for them to be accessible and offer assistance to deaf learner's studies?**



*Figure 4.16: Support services required*

**Table 4.18: Support services required**

Frequency Table	Q8		
Value	N	%	Cum %
SASL interpreter	40	80.00	80.00
Bursary	2	4.00	84.00
Visible class	2	4.00	88.00
Bilingual SASL interpreter	1	2.00	90.00
N/A	5	10.00	100.00
TOTAL	50	100.00	

Table 4.18 reveals 80% of respondents need SASL interpreters at FET Colleges, while 4% said they need bursaries, 4% need visible classes, 2% need bilingual SASL interpreters, and 10% said this is not applicable to them.

#### **4.4 Conclusion**

This concludes the chapter on findings and analysis. This chapter focused on analysing the data received through interviews conducted and questionnaires distributed. The researcher analysed the data obtained via question and answer format with responses being interpreted where necessary.

The next chapter will conclude on the study by linking the objectives with the findings. Finally, recommendations will be provided.

## **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

Chapter 4 presented the findings from the data and appropriate explanations were given based on the conceptual framework developed in the literature review chapter.

The study aimed to research the accessibility of FET Colleges to SASL users in KwaZulu-Natal. To achieve this, both qualitative and quantitative approach were adopted. The questionnaire and interviews were the primary tools that were used to collect data. This chapter concludes the following: research findings, achievement of research objectives, and research problems. It then makes suggestions for future research and recommendations before the chapter is concluded.

### **5.2 Discussion of findings of the study**

The study focused on interrogating the accessibility of FET Colleges to SASL users in KwaZulu-Natal. This was done with an aim to investigate how access to the FET Colleges for SASL users might be improved considering the low number of Deaf students entering higher education institutions. Figure 4.8 indicate that 62% of the respondents do not have a matric certificate. This is worrisome and is in line with what the literature review chapter (see Chapter 2) deliberated. Likewise, Aarons and Glaser (2002: 1-18) report that one out of three d/Deaf individuals are unable to read and write. This statistic is due to poor education or no education at all. Furthermore, South African learners who are deaf are commonly ruled out of higher education. Swift (2012: 55) believes that the majority of d/Deaf school leavers require access to FET Colleges to improve their education level in order to be considered for access to higher education institutions. The findings of the study are as follows:

- The results demonstrated that both FET Colleges that were visited are not accessible to SASL users and,
- Both FET College representatives felt that the reason for this is limited or restrictive budgets.
- Furthermore, the majority of respondents (82%) who participated in this study felt that FET Colleges are not accessible to the Deaf community in KwaZulu-Natal.

Sections 29, 30, and 31 of the Constitution states that everybody has the freedom to be educated in the language they prefer, to communicate using the language they prefer, and to take part in the cultural life they prefer. This then suggests that Sign Language must not just be promoted, but the Deaf community as a cultural group is entitled to access to all services and areas such as education, health services, justice, education, television, and news, amongst others.

It is concerning, however, that the Deaf community is still unable to gain unimpeded access to all levels of education, since there are no SASL interpreting services offered to the Deaf society to enable them access:

- Eighty percent of respondents (figure 4.16) felt that they require SASL interpreting as a supporting service from FET Colleges in order for them to be able to access content taught in class.

According to Mazoue (2011: 25-26), SASL interpreters are used in some tertiary institutions in South Africa such as the University of the Witwatersrand (WITS), University of the Free State (UFS), and Durban University of Technology (DUT). Although this service is an immense help to those Deaf students who only use SASL, there is some difficulty in finding suitably trained SASL interpreters who are capable of appropriately interpreting the content of lectures to students.

### **5.3 Research problem**

The research problem involved investigating the current situation at the FET Colleges in KwaZulu-Natal where there seemed to be limited access for the SASL users, in order to see whether improved access to the FET Colleges is necessary, and how this could be accomplished.

In addressing this problem, this study has shown that there is a great need for improved access at FET Colleges in KwaZulu-Natal for the d/Deaf community. Deaf individual's responses on the questionnaire, replies from the management at FET Colleges as well as the visitation of different theories and findings of various scholars, contributed to concluding that there is a great need for enhanced access to FET Colleges in KwaZulu-Natal by SASL users. In addition, recommendations have been crafted and interventions proposed that are required in order to ensure that improved access is accomplished.

### **5.4 Discussion of research objectives and how they were achieved**

This section will present conclusions that have been reached regarding the objectives of the study.

#### **5.4.1 To investigate factors which might impede access to the FET Colleges for the d/Deaf community**

The data analysis chapter revealed that management from FET Colleges are aware that their institutions are not accessible to the SASL users (figure 4.2). It was learnt that the major reason preventing access to the FET Colleges for the Deaf community is the non-provision of SASL interpreters. 80% of the d/Deaf participants want SASL interpreters at FET Colleges. Walt (2015:33-34) states that for d/Deaf students, the accessibility of higher education institutions depends very much on SASL interpreting services. 4% want bursaries and, another 4% want appropriate classrooms. Cayton (1987) asserts that

when a lecturer speaks in class, s/he should be fairly close to the deaf person. This means that voluminous lecture venues are far from ideal, as they are characteristically large and rather noisy (Mazoue, 2011:25).

It is concerning that, none of the respondents mentioned the following as their needs for academic support: the need for tutors, hearing aids, note takers, assistive learning devices, captions, or other aids, as deliberated in the literature review chapter (Chapter 2). It is possible that they are not well informed or it may be because they have never been in a classroom situation where they learn through an interpreter, an experience that could afford them the opportunity to be able to identify other support services that they would require. The challenges listed by d/Deaf respondents in Table 4.16 are also worth noting as they form part of factors that impede access to the FET Colleges for the Deaf community.

As a recommendation, FET colleges must widen access to accommodate d/Deaf students. This will then enable them to further their education and be able to enrol at higher education institutions. In addition, deaf individuals who want to further their studies should apply in their numbers so that the authorities will see the need to speed up the process of implementing the policies, which relate to disabled students in higher education.

#### **5.4.2 To identify any measures taken by the FET Colleges to accommodate the Deaf students.**

The data analysed in Chapter 4 reveals that both FET Colleges that were interviewed are not accessible to SASL users. These respondents from FET Colleges indicated that their biggest challenge is the lack of available funding for additional services of SASL interpreters to assist d/Deaf students. Furthermore, they are very much aware of the importance of including students with disabilities in their institutions.

The results (table 4.5) revealed that one manager has had discussions and attended workshops on how to make their institutions inclusive for disabled students while the other manager is mindful of policies in place to afford students with disabilities equal access to higher education.

While one (table 4.6) of manager says there are no systems in place to support deaf students, the other manager articulates that they are in process of trying to get DHET to allocate funding which will be used to offer the additional services that students who use SASL require to access their studies in higher education. It is recommended that funds be made available for students with all kinds of disabilities. This is because the literature review chapter (Chapter Two) revealed that some institutions give preference to some kinds of disabilities over others because they believe accepting students with particular disabilities is more costly than other kinds of disabilities. In so doing, institutions will not be selective of the kinds of students with disabilities they will be enrolling at their institutions.

#### **5.4.3 To suggest possible interventions in order to improve access to FET Colleges in KZN for the SASL users.**

- DHET should allocate a budget for additional services required to enable SASL users to enrol at FET Colleges.
- All FET staff (from admin to lecturers) need to undergo SASL training so that they will gain the skill that they can use to communicate with d/Deaf students.
- Based on findings, there is need for further investigations in the operations of FET Colleges as most respondents said that they are not accessible to deaf community.
- Literature revealed that there is a great shortage of trained SASL interpreters in KwaZulu-Natal. The DHET must collaborate with Universities or Universities of Technology around KwaZulu-Natal and train students to become qualified SASL interpreters to meet the growing need for their services.

- Priority should be given to making SASL an official language so that it can equally be developed as other official languages in South Africa.

## **5.5 Summary of the study**

The study investigate the accessibility of FET Colleges to SASL users in KwaZulu-Natal. The research identified major challenges faced by SASL users in KwaZulu-Natal when trying to access FET Colleges so that recommendations could be articulated which may result in some developments in the present situation. The main drive behind conducting this study was not only to contribute to the literature, but also to create awareness of the present situation faced by the d/Deaf community when they want to further their studies at higher education institutions with the hope that stakeholders will use this study to enhance access for SASL users in KwaZulu-Natal.

Literature shows that there are few d/Deaf people who have a matric certificate in South Africa, and only a handful of these have access to higher education. The reasons behind this could be that there are only 12 schools which offer a matric certificate in South Africa and these schools are spread over three provinces. Furthermore, only 14% of teachers for the d/Deaf are fluent in SASL and there is general a shortage of trained SASL interpreters. Combined with these issues is the fact that SASL is not recognised as an official language in South Africa.

Therefore, this study focused on the accessibility of Further Education and Training Colleges to South African Sign Language users in KwaZulu-Natal. The purpose of this study is to investigate how access to the FET Colleges for SASL users might be improved considering the low number of d/Deaf students entering higher education. Moreover, this study will contribute to the dearth existing body of knowledge concerning Deaf people in higher education institutions.

The questionnaire and interviews were the primary tools that were used to collect data. Questionnaires were distributed to fifty deaf participants and interviews were conducted with a representative from eThekwini FET College (Springfield Campus) and



a representative from FET College (who is responsible for eight campuses in KwaZulu-Natal). The data collected from the responses was analysed using Moon-stats and the results were presented in tables and bar charts.

## **5.6 Areas for further research**

- The present study investigated the accessibility of FET Colleges to SASL users in KwaZulu-Natal. It is suggested that studies similar to this should be done in other regions of the province as well as across all other provinces in South Africa to ascertain accessibility of higher education to d/Deaf learners.
- Although the majority of responses from the d/Deaf respondents indicate that they require trained SASL interpreters in higher institutions of learning to widen access for them, there is a need to investigate how effective learning through a SASL interpreter for d/Deaf students may prove.
- A study that could look into how the DHET could collaborate with Universities or Universities of Technology around KZN and train students to become qualified SASL interpreters could be ideal so that the growing need for their services could be met.
- In figure 4.16, 80% of the respondents mentioned that they want SASL interpreting as a support service that they require from FET Colleges. None of the them mentioned other academic support such as the need for tutors, hearing aids, note takers, assistive learning devices, captions, and other aids, as deliberated in the literature review chapter. Researchers could look into the reasons behind students not considering these resources.

## 5.7 Recommendations

Like in other multilingual countries, English is seen as a central language of learning and educating in South Africa (Kapp, 2006:30-31). It is, therefore, the primary mode of education in higher education institutions, including FET Colleges. This then becomes a barrier to d/Deaf people since their primary language is Sign Language and they thus require SASL interpreting services to enable them to access information in the classroom. Swift (2012:60) explains that only 18.18% of the higher education institutions are accessible to d/Deaf students who require interpreter services.

Even though research indicates that in order for Deaf students to access education at FET Colleges, they need SASL interpreting services, some scholars believe that more research needs to be done concerning the effectiveness of teaching Deaf students using the services of SASL interpreters. Marschark and colleagues (2005: 38) caution that regardless of the significance of Sign Language interpreting for a lot of d/Deaf learners, there is remarkably small amounts of research regarding its effectiveness in the classroom. They argue that there is no guarantee that deaf learners who use Sign Language to communicate will have full access to the content they will be taught through Sign Language interpreting in educational settings. Stewart and Kluwin (1996: 29-31), express their concern with the fact that there are no recognized principles or assessments for determining when a learner is ready for placement in an interpreted educational setting. Furthermore, they state that blood relations and local school representatives who are often not knowledgeable, if not misled, on the issue usually make such choices.

Additionally, the implied hypothesis that interpreting affords d/Deaf students with access to content taught in the classroom, which is equivalent to that of hearing fellow students, has not been fully researched. The partial data that is accessible proposes that the hypothesis is invalid in both school levels (Jones in press; Winston 1994; Schick et al 1999), basic education and higher education, as well as in post-secondary level (Harrington, 2000; Marschark, et al, 2005:39-41; Redden, et al, 1978).

Deaf individuals as well as organisations need to continue lobbying for the acknowledgement of language rights of the d/Deaf community. Until SASL has been

given the official status in South Africa, the Bill of Rights, Chapter 2 of the South African Constitution, has no substantial significance to the d/Deaf community in the non-appearance of South African Sign Language.

After the scholars have done research and came up with theories and the policy makers have acknowledged work done by theorists and they made policies, the one thing left to do is implement the research so that the ball may start rolling. Having a vast collection of well-researched theories and inclusive policies that look good on paper, but are not implemented by the government, does not yield any fruitful results. The d/Deaf community experienced oppression during apartheid era in South Africa and this discrimination still exists today in the new democracy. This discrimination exists in terms of the non-official status of SASL, which prevents deaf students to enrol in educational programmes at FET's. Furthermore, it inhibits SASL users from contributing and participating meaningfully in society.

The implementation of policies put in place is the only way that Deaf people can enjoy equal rights with the hearing community. Prolonging the process only makes matters worse. The d/Deaf community needs access to education in a language readily available to them (SASL) so they may access content taught in the classrooms. They need SASL interpreters in all public services so that they may easily access these services. South Africa is said to be a "Free and Fair" country but currently, d/Deaf learners are not treated as fairly as their hearing counterparts are.

My study indicates that Deaf people want to have access to better education, better their lives, and contribute to the society; the only way they can do this is through equal education. As it is believed that education is the key to a better future, d/Deaf people must naturally become part of that better future. In addition, for that to transpire existing policies need to be implemented and SASL needs to be given an official status in this country because SASL is ACCESS for Deaf people. Making Sign Language an official language will enable the Deaf community to be seen as equals.

## **5.8 Conclusion**

The objectives of this research and the research questions have been adequately answered, and the aims of the research have been highlighted. This chapter has summarized and presented the findings of this research and made recommendations.

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## ANNEXURE A



Department of Media, Language & Communication  
Language and Translation  
Miriam Bee Building  
ML Sultan Campus  
PO Box 1334  
Durban  
4000  
Tel: (031) 373 6804

Dear Sir/Madam

My name is **Nqobile Lovable Biyela (Student no. 21012503)**. I am studying towards the **Master of Technology in Language Practice in the Media Language and Communication department at the Durban University of Technology.**

As an M-Tech student, I am required to present dissertation on an area of interest in our field of study. My topic is **“Investigating accessibility of Further Education and Training (FET) colleges to South African Sign Language (SASL) users in KwaZulu Natal”**. I hereby request permission to conduct my research in your department in order for me to compile an accurate research report.

Should you require a final dissertation or to gain access to have a look at the final dissertation, please contact the Head of Department, Dr. R.L. Makhubu at [makhubu@dut.ac.za](mailto:makhubu@dut.ac.za).

I would appreciate your permission and cooperation in this matter.

Yours Sincerely

---

Mrs N.L. Biyela  
Researcher

## ANNEXURE B



### LETTER OF INFORMATION

**Title of the Research Study:** Investigating accessibility of Further Education and Training (FET) colleges to South African Sign Language (SASL) users in KwaZulu Natal

**Principal Investigator/s/researcher:** Mrs N.L. Biyela

**Co-Investigator/s/supervisor/s:** Dr R.L. Makhubu (DTech: Language Practice) and Prof D.D. Pratt (DTech: Language Practice)

#### **Brief Introduction and Purpose of the Study:**

This study is about investigating accessibility of Further Education and Training (FET) colleges to South African Sign Language (SASL) users in KwaZulu Natal. The research seeks to investigate how access to the FET Colleges for SASL users might be improved and identify factors impeding access to the FET Colleges for the Deaf students in order to suggest possible interventions for improvement.

#### **Outline of the Procedures:**

This study will use a qualitative methodology of which two research instruments that will be used. These include questionnaires, which will be self-designed, and semi-structured interviews, in which the interviewer will use a guide sheet of questions.

The following methods will be used to collect data:

- Questionnaires will be issued to the Deaf participants from four Deaf organisations/ Associations which will be visited.
- Interviews will be conducted with managerial staff from four FET Colleges to be visited in Durban so that they might give insight on organisational systems in place to improve access for Deaf learners as well as to identify factors impeding access for these students.
- Lastly, a representative from the Department of Higher Education and Training will be asked for information on any measures which are being taken to implement the resolutions set out in the White Paper 6 (Ministry of Education 2001) as well as the White Paper for Post-School Education and Training (2013).

**Risks or Discomforts to the Participant:** There are neither risks nor discomforts anticipated.

**Benefits:** The participants are likely to benefit through the study once access to FET Colleges has been increased since it would mean that more Deaf people will have access to FET's.

**Reason/s why the Participant May Be Withdrawn from the Study:** Should the participant for any reason at any time wish to withdraw from this project, he/she is free to do so without any adverse consequences.

**Remuneration:** The participants will not receive any monetary or other types of remuneration for participating in this project.

**Costs of the Study:** The participant will not be expected to cover any costs towards the study.

**Confidentiality:** The data will be collected in a manner which ensures confidentiality and be disposed following the university's policies and processes, possibly for a period of 5 years.

**Research-related Injury:** N/A (the researcher will only be interviewing and issuing questionnaires to the participants)

**Persons to Contact in the Event of Any Problems or Queries:**

Please contact the researcher Ms Nqobile L. Biyela at [21012503@dut4life.ac.za](mailto:21012503@dut4life.ac.za) or [nqobilelovablebiyela@yahoo.com](mailto:nqobilelovablebiyela@yahoo.com) (031) 373 5119, my supervisor Dr R.L. Makhubu at [makhubu@dut.ac.za](mailto:makhubu@dut.ac.za). (031) 373 6003 or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or [dvctip@dut.ac.za](mailto:dvctip@dut.ac.za)

**General:**

Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population e.g. isiZulu.

## ANNEXURE C



### CONSENT

#### Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, **Ms N.L. Biyela**, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: \_\_\_\_\_,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research, which may relate to my participation will be made available to me.

\_\_\_\_\_

Full Name of Participant Thumbprint	Date	Time	Signature / Right
--	------	------	-------------------

I, **Ms N.L. Biyela** herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Nqobile Lovable Biyela \_\_\_\_\_  
Full Name of Researcher Date Signature

\_\_\_\_\_  
Full Name of Witness (If applicable) Date Signature

\_\_\_\_\_  
Full Name of Legal Guardian (If applicable) Date Signature

**Please note the following:**

Research details must be provided in a clear, simple and culturally appropriate manner and prospective participants should be helped to arrive at an informed decision by use of appropriate language (grade 10 level - use Flesch Reading Ease Scores on Microsoft Word), selecting of a non-threatening environment for interaction and the availability of peer counseling (Department of Health, 2004)

If the potential participant is unable to read/illiterate, then a right thumbprint is required and an impartial witness, who is literate and knows the participant e.g. parent, sibling, friend, pastor, etc. should verify in writing, duly signed that informed verbal consent was obtained (Department of Health, 2004).

If anyone makes a mistake completing this document e.g. wrong date or spelling mistake, a new document has to be completed. The incomplete original document has to be kept in the participant file and not thrown away and copies thereof must be issued to the participant.

**References:**

Department of Health: 2004. *Ethics in Health Research: Principles, Structures and Processes*  
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Department of Health. 2006. *South African Good Clinical Practice Guidelines*. 2nd Ed. Available at:  
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**ANNEXURE D**

**QUESTIONNAIRE**

Deaf participants from Deaf organizations/ Associations

1. How old are you?

--

2. What is your highest level of education?

--

3. Which year did you complete your highest level of education?

--

4. (a) Are you enrolled for any course currently?

--

(b) **If yes**, which institution (university or college) are you enrolled in?

--

(c) Does the institution offer support services for Deaf students?


5. Do you know of any FET college that offers support services for Deaf learners in KZN? Please specify.


6. (a) Have you previously applied at any FET college in KZN?

--

(b) **If yes**, what was the outcome of your application?


(c) What are the challenges (if any) that were encountered while trying to enroll at an FET College?


7. Are FET colleges in KZN accessible to the Deaf community? Please elaborate.


8. What support services do you require from an FET college in order for it to be accessible and offer assistance to Deaf learners studies?


**Thank you!**

## **ANNEXURE E**

### **INTERVIEW QUESTIONS**

#### Management at FET Colleges

1. How long have you worked (as the manager) in this FET College?
2. Is this FET College accessible to Deaf students?

**If yes:**

- (a) How is it accessible to Deaf students? Please elaborate.
- (b) Does this FET offer SASL interpreting services or any other supporting services Deaf students?
- (c) May you please stipulate the number of deaf students who have enrolled at this college starting from the college's existence?
- (d) How many deaf students have completed their studies in this FET College?
- (e) How many interpreters do you have?
- (f) What challenges (if any) do you encounter regarding the provision of SASL interpreting?
- (g) What would you attribute the success (if applicable) of the provision of SASL interpreting in this FET College?
- (h) Would you recommend that this service be extended to other FET Colleges? Please elaborate.

**If no:**

- (a) Why is this FET not accessible to Deaf students?
- (b) What are the factors impeding or limiting access for Deaf students at this FET Colleges?
- (c) What has been done enhance access to this FET's for SASL users?
- (d) Are there systems in place to assist the Deaf students at this FET College?

**Thank you!**

## **INTERVIEW QUESTIONS**

### Representative from the Department of Higher Education

1. How long have you worked in this Department?
2. How many FET Colleges are accessible to Deaf students?
3. How can access to FET's in KZN can be enhanced for SASL users?
4. What are factors impeding access to FET's for the Deaf community
5. Are there any measures taken by the Department of Higher Education to accommodate Deaf students at FET's?
6. What measures are being taken to implement the resolutions on the White Paper 6 (Ministry of Education 2001) as well as the White Paper for Post-School Education and Training (2013)?

## ANNEXURE F



Institutional Research Ethics Committee  
Faculty of Health Sciences  
Room M5 49, Marfield School Site  
Gate B, Ukuson Campus  
Durban University of Technology

P.O. Box 1334, Durban, South Africa 4001

Tel: 031 373 2900

Fax: 031 373 2407

Email: [irec@dmu.ac.za](mailto:irec@dmu.ac.za)

[http://www.dut.ac.za/research/institutional\\_research\\_ethics](http://www.dut.ac.za/research/institutional_research_ethics)

[www.dut.ac.za](http://www.dut.ac.za)

29 October 2015

Ms N L Biyela  
1991 Ndawanda Place  
Lamontville  
4027

Dear Ms Biyela

### ACKNOWLEDGEMENT OF RECEIPT OF APPLICATION FOR ETHICAL APPROVAL

**Title:** Investigating accessibility of Further Education and Training colleges to South African Sign Language users in KwaZulu-Natal  
**Reference Number:** REC 15/15

The Institutional Research Ethics Committee wish to acknowledge receipt of your research proposal received on 26 October 2015 which is to be reviewed via the expedited process.

A reference number has been assigned to your proposal. You are required to quote this number for all queries relating to the study.

Yours Sincerely



Professor M N Sibya  
Deputy Chairperson: IREC

