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Faculty of Arts
Department of English and Communication

**DISCOURSE COMMUNICATION STRATEGIES USED BY THE DEAF
COMMUNITY: A CASE STUDY OF NZEVE DEAF CHILDREN'S CENTRE,
ZIMBABWE.**

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REQUIREMENTS OF A BACHELOR OF ARTS HONOURS DEGREE IN ENGLISH
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ACRONYMS

CS	Communication Strategies
DC	Deaf Community
dB	Decibels
HI	Hearing Impaired
MSU	Midlands State University
SL	Sign Language
VC	Verbal Communication

ABSTRACT

The thrust of the study is to investigate and examine the CS that are employed by the Deaf Community in solving communication challenges with the hearing people. It is important to note that although the hearing and the hearing impaired people seem to be living in the same world, they transform in two separate discourse communities as there is a language barrier. Communication is an important tool in our day to day lives therefore has to be exercised efficiently for unity sake. CS play a vital role in achieving communication where there are challenges. The research was based on the qualitative research methodology, with interviews and questionnaires as research instruments. A random sampling technique identified the respondents who attended activities at the Nzeve Deaf Children's Centre, an organisation that was used as the case study. Findings were that, CS that are used by the deaf people are to a larger extent efficient though loopholes still portray mainly due to the language difference. The Centre has assisted the deaf people to overcome stereotypes of disability, in that it is not inability, by the programmes it offers. The researcher gave recommendations at the end of the last chapter that in order to overcome this communication challenge, sign language tutorials and deaf awareness are to be exercised in creating a bridge for the barrier.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

Communication is the capability to utter a meaningful conversation by words, sounds, signs, and behaviours to express or exchange information, ideas, feelings and thoughts to someone (Keyton, 2011). As an essence of human collaboration it is of great significance as people use it in their day to day procedures to exchange the flow of information from one person to the other. In order for communication to take place one has to acquire a certain language for language is a medium of communication.

Language is a communication tool, human aspect that is acquired in the early childhood stages of infancy. It is vital to note that communication occurs through many channels other than speech. Other channels include the use of gestures, mime, facial expression, writing and drawing.

A Deaf Community, according to Barker and Padden (1978;4), comprises of those deaf and hard of hearing individuals who share a common language, common experience and values and common way of interacting with each other and the hearing people. Although everyone seems to at list have the ability of using speech as a channel of communication through language, the Deaf community have a unique means of communication. The uniqueness brings about a communication gap between the Deaf people and the hearing that has to be made complete. Linguists have proposed certain methods or strategies that can be taken into consideration. Communication strategies are an effective use of language to achieve successful interaction in circumstances where there is some sort of deficiency. It is against this background that the researcher seeks examine discourse communication strategies employed by the Nzeve Deaf Centre to overcome communication barriers with the rest of the community.

1.1 Background of Study

Hearing impaired /deafness can be defined as a loss of hearing, the inability to hear things either totally or partially. It is an unseen handicap, invisible disability that is usually ignored by parents late until the child fails to develop speech as the child cannot manage sound of words that are being uttered. In Zimbabwe deafness tends out to be a curse and disadvantage causing discrimination, thereby affecting communication and education. This group become marginalised due to communication barriers.

There are four symptoms of deafness that are mild, moderate, severe and profound. Deafness is resulted by many events that include injury, long illness and genetic defects. The research will focus on the post and pre lingual deafness which is the inability to hear at all before the patient learns how to utter or understand speech. Usually children who are born deaf, would have not got the opportunity to gain speech due to the congenital condition. They often have parents and siblings who are hearing, and most families who do not know sign language. Consequently, they also tend to have slow language development. The very few who were born into signing families tend not to have delays in language development.

Spoken language and the ability to use social signals are closely interrelated, so deaf children with severe symptoms face delayed language development. Therefore they become socially lonely unless they go to schools where they offer special needs class. It is therefore important to note that parents and family members who encourage their deaf children to acquire social skills won't face loneliness.

According to Torane (1980) Communication strategies is the mutual attempt of two interlocutors to agree on meaning in situations where requisite meaning structures are not shared. Therefore there are designed to achieve successful communication in cases where there is a communication deficiency and in this case the Deaf community and the hearing

community. The study will explore different kinds of strategies that are used by a certain group of people. Nzeve Deaf Centre is an organisation in Manicaland that promote the deaf community for them to be fully appreciated in the society. It provides Audi logical, educational facilities, communication skills and practical training through projects. The centre serves to reduce discrimination by teaching Sign language to the deaf and hearing.

1.2 Statement of Problem

Communication plays a major role in the social aspects of all human beings if it is successfully achieved. The Deaf people are a minority group who use Sign Language as their means of communication, live in a community were the hearing are dominant. Living under such a community with people who have a different means of communication, they face a lot of challenges. They fail to fit in any given discourse community making them feel isolated. Miscommunication can place a strain on relationships, a strain not only for the person with the hearing impairment, but also people around them. So the research serves of examining how they manage to overcome the communication challenge.

1.3 Aims and objectives

- To investigate discourse communication strategies employed by the Deaf.
- To examine how the strategies have improved communication relations within other discourse communities.
- To explore how the Nzeve Deaf Centre is helping the deaf.

1.4 Research Question

- What are the discourse communication strategies employed by the deaf people at the Centre?
- How have the strategies improved communication relations within the discourse community?
- What help is the Nzeve Deaf Centre providing to the Deaf?

1.5 Significance of study

Deafness is a serious inability in Zimbabwe affecting communication and human wellbeing. A Deaf community is a marginalised group that is frequently excluded from a number of programmes aiming at improving the social aspects because of the barriers created by language difficulties. Working with the Deaf community at one time, made the zeal in me in finding out and understanding how their uniqueness in terms of communication enabled them to cope in their day to day lives. In as much as they may appear complete in their wellbeing one may note that there is a gap of communication that needs to be filled. So the main concern of the study is to examine if there have been any discourse communication strategies that have been designed to improve communication challenges. This will be of great importance so as to make sure that everyone is equally having the freedom of expression as desired without any communication boundaries despite any inability.

1.6 Delimitations of the Study

The research will be held at a Centre where Deaf people meet, participating in manual skills that the Centre offer and interact with the rest of the community. And with that findings are most likely to be positive. Therefore, in this regard the case study will act as a source of

knowledge and a reflection on the different communication strategies that the deaf people employ.

1.7 Limitations of the Study

The major complication that the researcher is going to face is that of using the language of the Deaf, Sign Language, to get first-hand information so an interpreter will be needed. Therefore the researcher will have to rely on the interpreter's conventions.

1.8 Definitions of terms

1. *Communication strategies* –these are methods that are designed to achieve successful communication in instances where there is a communication deficiency.
2. *Deaf Community* – a set of hard of hearing individuals sharing same values and a way of interacting with each other and hearing people.
3. *Communication*- the act of transferring information through verbal messages, written word and or non-verbal signals from one person to the other.
4. *Discourse* – the use of words to exchange thoughts and ideas.

1.9 Summary of Chapter

The chapter has highlighted that communication is essential in any area of our wellbeing. With it being important it has to be practiced effectively. The Deaf people being a minority group have their own means of communication different from the others thereby becoming a barrier. CS are designed to cut communication barriers and making it successful in any case that may seem to be having a deficiency. The chapter also explained on what a deaf

community is and the types of deafness that are mild, moderate, severe and profound. Furthermore, the research has established research questions to explore the CS used by the Deaf people to complete the whole cycle of successful communication. The next chapter is going to review other relevant material by other scholars in relation to the research topic and will also make use of materials such as the journals, books, reports, theses, models, theories and articles that have been published will help to develop the research.

CHAPTER TWO

THEORITICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

The research is going to highlight and explain how speakers, in this case the Deaf people, engage in the process of communication using CS with the addressee who are the hearing people so as to have a mutual understanding on certain discourse contexts. Since human interaction is a collaborative process, to attain meaning the researcher will be based on the Collaborative Theory of human communication propounded by Herbert Clark and Schaefer (1986) as it elaborates how CS negotiate meaning in a co-operate process between the two parties using different techniques to reach common ground.

2.2 Communication

Communication is resultant from a Latin term 'communis' which means common. Thus, an interaction being regarded to have taken place, people would have reached a common understanding. So unless a common understanding of information is exchanged, there is no communication. It has become a bit complex in giving an exact definition of what communication really is. Therefore, various scholars have given their definitions according to their own interests.

Anderson, (1959) proposes that, "Communication is the technique by which we understand others and in return make an effort to be understood by them. It is rapid, constantly changing and shifting in response to the entire context". His definition is focused upon the levels of understanding.

Communication is the transmission of information, thoughts, feelings, skills, etc., by the use of images words, pictures, figures, graphs. It is the performance or transmission that is normally called communication”, as cited by Berelson and Steiner, (1964).

"Any communication act is seen as a transmission of information, comprising of a discriminative stimuli, from a source to a recipient" Newcomb, (1966, 66)

Furthermore, Ayer (1955) highlights that, what is transferred in this way continues to be shared; if one conveys information the other person, it does not leave one in possession by coming into someone's. Therefore, the word 'communication' obtains also the sense of participation. It is in this sense, for instance, religious worshipers are said to communicate.

Hoban, (1954) further purports that communication is the verbal interchange of thought or ideas.

Ruben (1984) asserts communication as any information related behaviour whereas Dale (1961) argues that communication is the sharing of thoughts and feelings in mutual. Finally, a definition by Gode (1959) highlights that communication it as a process that makes two people common or several domination of the other.

Cheney, (2011) states components of communication process that are sender, receiver, message, noise and feedback. These components cooperate for effective communication. They decide the quality of communication and in any problem of one of these components can decrease communication effectiveness Keyton, (2011).

a) Sender

This is the person who initiates the message to the receiver. In our context, the sender may be a deaf or a hearing person. The sender selects symbols, words or gestures to compose a message. The process of the sender sending the message to the receiver is called encoding.

b) Message

Message is the result of encoding. There can appear in the form of verbal, nonverbal and written language. They are sent through the medium or channel which is the carrier of communication the message can appear in form of face to face, telephone conversation and written in the form of emails or letters.

c) Noise

Noise is any kind of disturbance that can appear between encoding and decoding and can result in distorting the message. Examples of noise are language barrier in the sense that the sender may send the message using a language not known by the receiver. Different perceptions of the message may also lead into noise, this is whereby the receiver may decode the message in a different way intended by the sender.

Feedback occurs from the receiver to the sender after receiving the message. It is a process that takes place when the receiver has been responded effectively. Feedback makes the sender understand whether the receiver has understood the message.

2.3 Discourse Community

The idea of discourse communities originated from the concept of speech communities. Speech community according to Hymes (1972) refers to a people who identify their language use as peculiar to others. This definition of speech community by Hymes (1972) goes hand in hand with that of Barker and Padden (1978; 4), who states that a deaf community comprises

of those deaf and hard of hearing individuals who share a common language, common experience and values and common way of interacting with each other and the hearing people .So a Deaf Community have collective norm of sharing visual centred elements. Swale further expands the notion from Nystrand and develops the ideology by providing the six components of a discourse community.

Discourse is the usage of language on different social contexts. A discourse community is a group of people who share a certain common but peculiar language and membership in a discourse community requires a certain aspect of knowledge in the common goal. The six components provided by Swales (1990), give a further explanation on what a discourse community comprise. The elements have been stated below.

- A set of public goals
- Mechanisms of intercommunication among members
- The capability to deliver information and feedback
- The ownership of genres of communication
- The acquisition of a specific lexis
- A group of members with similar expertise about a subject

The six components demonstration that a discourse community is a place where people share something in mutual and in this case its language. In the same instance, the Deaf community share the same unhearing ability, thereby using same means of communication that is different from the majority. A discourse community according Swales (1990) is group of people that has a set of common goals purposes who use communication to achieve these goals. He goes on to say that the environment is natural to the people and they would often not refer to themselves as a discourse community.

To Barton (1994) "A discourse community is a group of people who have texts and practices in common, whether it is a group of academics or the readers of teenage magazines. In fact, discourse community can refer to several overlapping groups of people: It can refer to the people a text is aimed at; it can be the people who read a text; or it can refer to the people who participate in a set of discourse practices both by reading and writing."

Herzberg (1986) argues that "use of the term 'discourse community' refers to the gradually common assumption that discourse operates within conventions defined by communities, be they academic disciplines or social groups. The pedagogies associated with writing across the curriculum and academic English now use the notion of 'discourse community' to signify a cluster of ideas: that language use in a group is a form of social behaviour, that discourse is a means of maintaining and extending the group's knowledge and of initiating new members into the group, and that discourse is epistemic or constitutive of the group's knowledge."

Johns (1997) and Porter (1986) argue that discourse communities might have common interests but not necessarily goals and they go on to give the example of a family and or university. Porter (1992) further contents that there is a 'public discourse community' and many others have suggested of an 'academic discourse communities'.

Swales (1998) made a distinction between 'place discourse communities' and 'discourse communities' which are united by speech and written communication. Scholars including Johns (1997) and Porter (1986) dismissed the issue of a discourse community having common goals as argued by Swales hence Johns argues that 'discourse community' is being displaced by 'community of practice', which was a term from socio-cultural theory than linguistics.

Borg (2003) claims that, 'people do not generally use language to communicate with the world at large, but with individuals or groups of individuals...these groups are gathered into communities'. The limitations of discourse communities are often obscure and often go beyond and many discourse communities have smaller more specialized sub-communities.

New concepts in discourse communities are still being brought forward. Mey (1998) argues that "the notion of the discourse community has rapidly evolved from that of a static group of experts with clearly defined roles. The discourse community is now perceived as a diffuse group of individuals with different levels of expertise and changing social relations, whose communicative needs more or less coincide at different points in time."

Tuebert (2010) propounds that "our intentionality, our consciousness, comes into existence by being a part of society, a member of a discourse community. We develop thoughts, feelings, ideas, beliefs, and attitudes in collaboration with others. Our intentionality is part of the collective intentionality of the discourse community to which we belong. Our mind is part of a collective mind."

2.4 Language and Communication: The Deaf Language

Deafness can be characterized on three focuses which are the level of deafness, when it happened and the body part which influences the capacity to listen. Prelingual deafness happens before the child acquires the language consistently while post lingual deafness happens sometime later after the child has secured the language (Nadoushan 16-17). In spite of the fact that the period of life when the deafness occurred is essential, we cannot disregard the level of deafness as indicated by the sound volume that is measured in the decibels. There are five classes into which the deafness is divided and rely on upon the detection of the

sound. The first classification, described as mild, implies that the lowest level of sound adults can hear is from the range of 25-45 dB and children from the range of 20-40 dB. For the second classification called moderate, the lowest level of sound is from the range of 41-55 dB. For the third, moderately severe, just sounds louder than 56-70 dB can be heard and for the fourth, severe, the sound must be even more than 71-90 dB. The last classification called profound incorporates people with the difficulties to hear the sounds under 90 dB. The body part is the one that negatively influences the capacity to determine whether the individual experiences conductive or perceptive hearing loss. In other words, the difference between in the conductive and perceptive hearing loss is reliant on the body part where the dysfunction occurred (Mole, McColl and Vale 11).

- Conductive hearing loss implies that the dysfunction occurred in any part of hearing organs, for instance in the middle ear, and usually is connected to the volume of the sound.
- Perceptive hearing loss implies to a dysfunction in the brain where the sound should be interpreted and is usually linked to the regularity of the sound.

The types of deafness stated above influence the type of communication of the deaf people.

Communication is the process of providing and receiving the information. The chart show the relationships in the act of communication.

ADDRESSER _____ MESSAGE _____ ADDRESSEE

CODE

The addresser gives the message to the recipient utilizing any communication mode which is in common code (Dontcheva-Navratilova 13). In Grammatical Structures in English as according to Dontcheva-Navratilova, argues that the knowledge of the common code is important for the ability of the participants to encode and decode the message (14). Therefore, this implies that the code whether it is spoken, written or gestured, it must be comprehended by both addresser and recipient to have the ability to communicate with one another.

From a psychological perspective, we can recognize the communication into verbal and nonverbal communication. According to the data shown on the chat above, verbal and nonverbal communication follow the code or communication mode. For instance, the nonverbal communication includes sign language and writing. Verbal communication is based on the spoken language and among others incorporates speech and tone. In addition, hearing individuals, deaf people use numerous communication strategies to achieve communication. Among the CS there are:

- spoken mother tongue
- written mother tongue
- lip reading
- finger spelling
- sign language
- drawing

The preference of the strategy relies upon the deaf participant and the time when the deafness occurred. The deaf individual who lost their hearing sense after acquiring a language or one

who has a mild to moderate hearing loss will prefer the spoken language as they would have developed communication skills just like the hearing people. Furthermore, a child who is deaf and lives in a hearing family will have minimal opportunity to gain systematically sign or spoken language and his or her communication will be a mixture of numerous CS. As suggested by Nadoushan, "pre-lingual deaf children who are born in hearing families often encounter some troubles in language acquisition.....the degree of exposure they get is not as rich as that which deaf children who are born to deaf parents or children who are born to hearing parents get" (16-17). These children as Nadoushan purports "remain language deprived up until their school experience which is most likely their first involvement with a competent and naturalistic language model" (17). "This early language deprivation clarifies the difficult insights that 90 percent of deaf children born into homes with just hearing parents experience delays in language acquisition compared to hearing children in hearing families and deaf children in deaf families" (qtd. in Briggie 69).

2.4,1 The deaf language

Chimedza (2007) defines Sign language, (SL) as a visual language that uses a system of non-manual, facial and body movements as a means of communication. The language "may refer either to the human ability for acquiring and using complex systems of communication or to a specific instance of such a system of complex communication". Sign language encompasses its grammar and syntax which is developed just as any other spoken language. People should take point on that Sign languages are not collections of gestures or do they reflect their spoken language equivalents, but that they are fully functioning languages in their own right. Sign languages are not grammatically interrelated in any way to their national spoken language, (Mole, McColl and Vale 17). Those are born deaf are likely not to understand English or Shona as they have never heard it spoken. This is different from those who lost

their hearing aid after they had spoken it, as they can read, write and understand. Every single country has its own spoken as well as sign language and also dialects can be found in both types of languages.

2.5 Communicating with the Deaf

The profound hearing loss is the last stage of hearing disability as the person is born without the ability to learn a language. The majority resort to sign language and are assisted with lip reading techniques and residual hearing. This type of hearing can be defined as pre lingual deafness. The Victorian Deaf Society has managed to give suggestions that can assist any hearing person to communicate with a deaf person.

- First seek the attention of the deaf person by either waving a hand or gently touching on the arm.
- The person should know the area or subject of what the topic is about .Make sure you highlight when moving to the next subject.
- Speak evenly and not rushing so that the person can manage to lip read. Do not raise your voice as this will not change anything.
- Expose body language and facial expressions.
- Avoid a noisy place as it makes speech reading and residual hearing difficult.
- Make use of the environmental visual cues to convey the message like signage, directions, hand-outs, notes and captions of videos.
- Take into considerations the distance of the interlocutors. This will assist in listening and lip reading.

- If the person is having difficulties in comprehending the message, try to rephrase than repeating what you have said before.
- Resort to writing notes in any case of a noisy environment,
- When doubting that the listener has comprehended well the message asks for suggestions to improve.

2.6 Communication Strategies

The term CS has become a bit complex in coming up with its definition. Many scholars have attempted to come up with different definitions of the term. One scholar by the name Bialystok (1990) tries to define CS through her own experience of how her friend wanted to buy silk, but not knowing the appropriate Spanish word for silkworm or cocoon, had to paraphrase that it's made by little animals for their house and turned into material. From this example it has been made possible to the introduction of CS role as resolving communication challenges by applying other techniques such as paraphrasing as expressed.

According to Corder (1997) CS are systematic techniques employed by a speaker to express his meaning when faced with a difficulty. In the case study of the Nzeve Centre, Corder's definition attempts to suit the research as elements of challenges in communicating with an unknown language is taking place. Therefore the researcher seeks to examine the CS that are employed by the deaf at the Nzeve Children's Centre. Furthermore, Tarone (1980) states that CS are a mutual attempt of two interlocutors to agree on meeting in situations where requisite meaning structures are not shared. By this definition the Nzeve deaf people and the hearing have to meet on a common ground as there in communicating there are linguistic barriers.

Faerch and Kasper (1983) suggest that CS are potentially conscious plans of solving what to an individual presents itself as problem in reaching a particular communication goal. Due to

the fact that there is a communication need between the hearing and the deaf people and because of the barrier of the language, communication has to be negotiated or agreed upon. Certain techniques have to be established between the interlocutors.

CS also leap over to the study of second language acquisition which is whereby scholars like Stern (1983) define CS as techniques of coping with difficulty in communication in an imperfectly known second language. To the hearing people, Sign Language can be a second language therefore the process of acquiring it or communicating with a deaf person may involve the application of certain techniques to convey a message. Therefore, CS help the deaf in overcoming communication challenges. Brown (1994) however expands the definition of CS by including verbal and non-verbal mechanism for solving the communication problem and target language proficiency as one of the researched variables that affected CS .According to Maleki (2007) CS as an individual's attempt to find a way to fill the gap between their communication effort and immediate available linguistic resources.

2.7 Taxonomies of Communication Strategies

According to Tarone (1977, 417) as cited by Maleki, the earliest research of CS tried to define, identify and group CS into classes called taxonomies according to the linguistic approach and cognitive approach .The linguistic approach which is the interactional approach gives value to the CS in that interlocutors have to share an understanding where requisite meaning is not shared. The table below shows the taxonomies.

1) Mime	The use of nonverbal elements in place of a meaning structure e.g. nodding of the head to show approval.
2) Paraphrasing	<ul style="list-style-type: none"> a) Approximation-intentional use of the target language vocabulary which the learner knows is not correct but sharing the same semantic features. b) Word Coinage- learner's formation of a new word for them to communicate the target language. c) Circumlocution- description of the object instead of using the direct term.
3) Transfer	<ul style="list-style-type: none"> a) Literal Translation – direct translation of word for word from the native language. b) Language switch – using the native language term without bothering to translate.
4) Appeal for assistance	Whereby the learner seek for assistance to an unknown term.
5) Avoidance	a) Topic avoidance – the learner passes concepts of the target language which

	<p>are not known to them.</p> <p>b) Message abandonment – being unable to continue with a topic due to less competence of the target language vocabulary.</p>
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Table 2:1 Taxonomies of Cs

2.8 Theoretical Framework

Theoretical framework determines the researcher on the things to consider, it draws out the essence of the research being done. Selden, (1983), argues that a theoretical framework is a collection of interrelated ideas. The research will mainly concentrate on how CS enhances conversational interaction of the deaf people. The research uses the "Collaborative theory". Collaboration human communication theory was propounded by Clark and Schaefer (1986).The theory implies that having a discussion is not just the encoding and decoding of all messages. Conversation is cooperative and when there is a misconception, both conversational parties take part in repairing it and in doing as such, they attempt to expend the least collaborative effort (Clark and Wilkes).The theory also consist of elements such as the common grounding, least collaborative effort and the grounding change in medium which will guide the researcher on examining the CS that the deaf people would have suggested.

One collaborator must invest additional effort in order to reduce the effort of both range collectively. Shared meaning in conversations are developed incrementally .People coordinate their individual knowledge by efficiently seeking and giving evidence about what has been said and comprehended ,this is the procedure of grounding as according to Brennan (1990). The amount of effort that both coordinators use in conversation before

moving on is directed by their grounding criteria. The higher the grounding criteria the more evidence conversational collaborators will require about what a listener comprehends when they are speaking about something imperative

Recognising and repairing problems in communication needs the kind of evidence at the right time. It is vital for a conversational partner to provide evidence when he notices that something is incorrect and this is called negative evidence of understanding .It has been assumed that negative evidence is sufficient to keep a conversation on track. Positive evidence is necessary because dialogue neither partners is omniscient.

Perceiving and repairing issues in correspondence requires the sort of confirmation at the right minute .It is vital for a conversational accomplice to give evidence when one sees that something is out of order. This is called negative evidence of comprehension .It has been accepted that negative confirmation is adequate to keep a discussion on track. Positive evidence is important on the grounds that dialog neither one of the partners is omniscient.

At any time a speaker and a listener are prone to have different views towards what would have been uttered. It is possible for the recipient not to understand that they are being addressed to. Therefore, some of the work is repairing a misconception or ambiguity, is in recognising that the one has happened. A misunderstanding or ambiguity cannot be possibly identified unless conversational partners find potential problem and give positive confirmation when things are going on easily and additionally when a partner recognises a potential problem. In a situation where a circumstance includes delegating an action to the agent, it is particularly important that the speaker has evidence about whether the action was effective. This feedback is generally as fundamental when the currency of collaboration is speech, written or natural language.

2.9 Conclusion

The chapter has highlighted the complexity of the definitions of CS given by various scholars. Furthermore, a discourse community has been fully explored highlighting its major components. CS have been defined as techniques applied in cases where there is a communication breakdown or unknown linguistic terms. CS have been classified according to their purposes. Communication has been also defined as an interaction between people who share a common ground and communication can only be effective after a mutual understanding has been met. The collaborative theory and the model of communication work hand in hand showing out that people coordinate or work together building upon same beliefs about their mutual understanding for references. The researcher explores the research designs and methodology in the next, chapter 3.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter provided literature discussions and views to the research. Chapter three will serve a purpose of discussing the different methods and techniques giving advantages and disadvantages of each, that the researcher will use to obtain information on the given topic, 'Discourse Communication strategies used by the deaf community. A case study of Nzeve Deaf Children's Centre'. The researcher visited the organisation which was the case study and carried out interviews and questionnaires via an interpreter so as to investigate the CS that the Deaf people employ for effective communication. The case study will be based upon the qualitative research methodology.

3.2 Research methodology

A research methodology as defined by Kathri (1985) is a "structured inquiry that employs acceptable scientific methodology to solve problems and produce new knowledge that is generally applicable". And according to Brian (1989), it is the tactic a researcher uses to examine the subject. Hence, it is a way to methodically solve the research problem. However it may also be understood as a discipline of studying how research is done .It also implies to the system of methods and principles used in a particular discipline. Smith (1998) asserts methodology as the research technique that is most suitable for studying a phenomenon. Generally methodology is a set of procedures undertaken to help one find the required data. The aim of the method is to describe and analyze data, showing limitations on the limitations and resources. Haralambos and Holborn (1995) suggest that any academic subject demands a

methodology to reach its conclusion. A qualitative research method will be employed to analyze the communication strategies employed by the Deaf community. This method was chosen in light of Marshall and Rossman (2006) argument that human actions are significantly influenced by the setting in which they occur and that one therefore should study the behavior in those real life situation basing on the attitudes, opinions and behaviors.

Kathri (1985) defines a research methodology is a "structured inquiry that utilizes scientific methodology to resolve issues and produce new knowledge that is applicable". Brian (1989) further purports that, it is the strategy a researcher uses to examine the study. Thus, it is an approach to systematically solve of the research questions. On the other hand it can be regarded as a system of studying on how a research is done .A methodology refers to the system of methods and principles utilized as a part of a specific control. According to Smith (1998) methodology is the system method that is most suitable for studying a phenomenon. Hence methodology assists one in finding the required information. The aim of the method is to examine and analyze systems, highlighting on the constraints. Haralambos and Holborn (1995) propose that any academic subject requires a methodology to achieve its conclusion. A qualitative research method will be utilized to investigate the communication strategies employed by the Deaf community. This method was chosen in light of Marshall and Rossman (2006) contention that human activities are essentially influenced by the setting in which they occur and that one should study the behavior in those real life condition basing on the attitudes, opinions and practices.

A qualitative research methodology will be used to investigate the CS employed by the Deaf community. This system was chosen in light of Marshall and Rossman (2006) argument that human activities are essentially impacted by the setting in which they occur and that one

along these lines ought to consider the conduct in those real context basing on the state of mind, norms and practices.

3.2.1 Qualitative research method

Marshall and Rosssman (2006, p.2) proposes that "... qualitative research is pragmatic, interpretive and grounded in the lived experience of people. Whereas, Van Maanen (1983, p.9) defines a qualitative method as " an array of interpretative techniques which seek to describe, decode, translate and otherwise come to terms with meaning, frequency, of certain more or less naturally occurring phenomena in a social world." The qualitative method befits the researcher in that the information is richer and has a deeper insight into the phenomenon under study.

Ereaut (2011), argues that qualitative research seeks out the 'why' not the 'how' of its topic through the analysis of the unstructured information. It doesn't depend on on statistics or figures, which are the area of quantitative researchers. Qualitative research is used to advance insight into people's attitude, behaviors, motivations, aspirations and communication. It is against this background that questionnaires are used to data of the CS that the Deaf people employ at the Nzeve Deaf Children's Centre. Gall (2003) proposes that qualitative method makes use of questionnaires and interviews as main tools for data collection.

3.3 Research Design

Kumar (2011), defined research design as a structure or a plan used for a study and used as a guide in collecting and analysing data. Smith (1998) research design is a master plan and structure of the investigation used to obtain evidence to answer research questions. This type of research looks with intense accuracy at the phenomena on how one intends to conduct the

research, Monton (2001). The researcher used the case study of Nzeve Deaf Children's Centre so as to answer to fully answer the research questions and to explore the CS strategies used by the deaf community, (DC).

3.3,1 Case study

A case study is one type of an investigative research which entails intensive study of related or most past activities. Wilson (1979, p. 448) defines a case study as “a process which tries to describe and analyze some entity in qualitative, complex and comprehensive terms not infrequently as it unfolds over a period of time.” Becker (1968, p.233) proposed that the importance of a case study is “to arrive at a comprehensive understanding of the groups under study...and ...to develop general theoretical statements about regularities in social structure and process.” Robson (1993) defines a case study as the development of detailed intensity knowledge of a single case or small number of related cases. Its strength is that it allows the researcher to concentrate in specific situations, in this research the researcher will do a case study of Nzeve Deaf Children's Centre analyzing the communication strategies that are used by the DC for effective communication with the hearing. A case study allows research findings to concentrate on a real scenario and proffer solutions for the purpose of improving the real situation. The above mentioned definitions are further supported by Yin (1984, p.23) who states that a case study is “empirical inquiry that investigates a contemporary phenomenon within its real life context...”

3.3,2 Nzeve Deaf Children's Centre as a case study

Nzeve is a non-governmental organization that was formally opened in 2000 in response to the necessity of early identification and interference of the deaf people. It is located in the old locality of Sakubva, Mutare in the Manicaland Province. The Centre supports the deafened

community by promoting the sign language and deaf culture in advocating for the reduction of discrimination. Nzeve Children Centre offers a meeting area for deaf youths, children and their families, where they interact and mingle with both the hearing and the deaf. Moreover the Centre also raises awareness campaigns of deafness in the bid to encourage early diagnosis and involve parents in their children's educational and social development.

The Centre has a pre-school for deaf children. This early identification helps in the child's language development as they are taught to use sign language at an early age. Practical activities that enhance the skills of manual work that include carpentry, gardening, sewing, and building are also offered at the Centre. The deaf are also given life skills sessions of health rights, human rights and other social issues. Nzeve helps support the parents by holding regular parent meetings and it increases more parental involvement in the growing up of their deaf children.

3.4 Population

Population is the whole gathering of people or set of items and events that the researcher needs to study Collins et al (2000). Population has of all variables of interest to the researcher. The population in this research is categorised as the available population or study population, Brink (1996). The findings were drawn from the meetings of this available population and not from the entire population. In this study the target population were deaf people who attend activities at Nzeve Centre.

3.5 Sampling

The sampling method which was utilized as a part of this study is random sampling, where there were no targeted respondents and respondents were chosen randomly. Sampling therefore, is crucial in carrying out the research in light of the fact that the researcher could

not study individuals everywhere and results were drawn from the participation of respondents included in the research. Sampling is the selection of people who are to be focused on in a specific research as proposed by Warwick (1993). The targeted respondents may exclude all relevant information for the research thus the research will chose respondents without considering gender, age, race and so forth.

Sample size: Sample size can be considered as the number of individuals or respondents who are to participate in a research. In this research, the sample size is of ten (10) people who participate in activities at Nzeve Deaf Children's Centre in Mutare.

3.6 Research instruments

In order to come up with the data, the researcher used a survey through open interviews and questionnaires with the help of a Sign Language interpreter.

3.6,1 Questionnaires

The researcher used questionnaires to collect data from the deaf respondents. Moorhead and Griffin (1985) characterize questionnaires as a collection of questions concerning the respondent's feeling, discernments and attitudes. For the research to be satisfactory, open ended and closed ended questionnaires were utilized as a part of investigating the communication strategies that the deaf individuals utilized in communication with the hearing people. Open ended questionnaires empowered every respondent to answer with no restrictions unlike closed ended questionnaires.

3.6,2 Advantages of Questionnaire

Milne (2010), states that when using questionnaires, the responses are gathered in a standardized way that makes the questionnaires more objective. It is quick to gather data using a questionnaire and data can be gathered from a large section of a group. It is against

this definition that the researcher utilized questionnaires to gather information from the Deaf Community. Questionnaires are useful in maintaining respondents' privacy in light of the fact that participant's responses can be anonymous or confidential.

3.6,3 Interviews

Milroy and Gordon (2003), contended that interviews fabricate qualitative data that can complement the quantitative data collected and analysed. According to Bradford University (2007) interviews can be known as a dialog, where a face to face personal dialog is done between two individuals where the researcher will be listening to relevant points. The researcher directed oral interviews through a Sign Language translator in order to get first hand data from the deaf individuals at Nzeve Centre.

The researcher managed to interview ten deaf people. During the interview the research used unstructured questions. However, the respondents were free to communicate and not necessarily guided by the structure of the questions. This helped the researcher to acquire more information on the given topic

3.6,4 Advantages of interviews

The researcher had the capacity get first hand data from the respondents as they were keen on sharing their encounters. The interviews likewise helped in creating a relationship between the interviewer and the interviewee as they became familiar with one another better.

3.7 Data Analysis Procedure

Data Analysis is the procedure of systematically applying statistical and/or logical techniques to depict and outline, summarise and recap, and assess information. As indicated by Shamoo

and Resnik (2003) different analytic procedures "give a method for drawing inductive inferences from information and distinguishing (the phenomenon of interest) from the noise (statistical fluctuations) present in the information..." accessible at:

http://ori.hhs.gov/education/products/n_illinois_u/datamanagement/datopic.html [Accessed 6 October 2014]. After data gathering, every responses from the interviews will be coded taking into account the coding categories which will be supported by research questions. The responses will be analysed accordingly. Visual bar charts and tables will be utilized as data presentation tools for the information that will be collected.

3.8 Conclusion

The chapter has mainly discussed on the different methods that have been used to extract data from the respondents at the Nzeve Deaf Children's Centre. Advantages of each research instrument, which are the interviews and questionnaires, have been highlighted. The next chapter, 4, will give the data and an analysis of the findings that the researcher got in order to fulfill the requirements of a research.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

4.1 Introduction

The previous chapter discussed the different methods that the researcher used to collect data, stating the advantages of each research instrument. This chapter serves a purpose of presenting and analysing data that was collected from the Nzeve Deaf Children's Centre through interviews and questionnaires from the respondents. The main purpose of the case study was to examine the discourse communication strategies that the deaf people employ in general with the hearing people for effective communication since there is a language barrier. Findings from the questionnaires were interpreted to the deaf people by the researcher in the form of interviews are presented below. Therefore, interviews were the main research instruments used.

4.2 Data Presentation

4.2.1 Gender

The Centre caters for any person who has any disability especially the hearing disability in the Manicaland District. Currently there are fourteen deaf males and four deaf females summing up to a total number of eighteen deaf adults. During the research the researcher managed to distribute the questionnaires and partook interviews with eleven males and two female who were currently present at the Centre. One female and two males did not fully fill in the questionnaires but just filled the age and gender only, making a total number of ten respondents who responded to both research instruments. The age groups of the respondents who participated in the research ranged from 19-41 years. A table below highlights clearly the gender and age of the correspondents.

Table 4.1 Age in gender of participants

Gender	Number of respondents	Age 19<29	29<41
Males	11	9	2
Females	2	1	1

Source: *questionnaire distributed at Nzeve by Clara Mudefi*

4.2.2 When did you lose your hearing sense?

Out of the ten respondents who managed to fully answer the questionnaires only five stated that they were born with the hearing disability and the other five were born hearing and later become deaf. Those who were born hearing managed to acquire their first mother tongue language between 0-5years then later learnt sign language. Deafness which occurs post birth as the researcher was addressed to, was mainly caused by physical disasters such as long illness. The researcher noted that, there is a great difference in terms of communication strategies of those who were born deaf and those who then became deaf after hearing as those who were born hearing could utter utterances they are familiar with.

4.2.3 What communication challenges do you face when communicating with the hearing people?

Respondents mostly participated in relaying out the problems they face when communicating with the hearing. This generally proves that already there are some communication challenges between the hearing and the deaf that need to be catered for. Below is a list of some challenges that they stated.

- “Some of the hearing people have little or no sign language skills so communication is difficult as we only know sign language and not Shona and also that our English is different from theirs becoming a big problem”.
- There is need to look for a Sign language interpreter for us to communicate, therefore without a translator we cannot achieve communication.
- We first have to teach the hearing person sign language before communication and that consumes time as we cannot proceed without reaching a common understanding.
- Some of the hearing people use home sign language and that may be misleading as some of the signs are different from sign language.
- The deaf people use lip reading to enable communication with the hearing people so some of them unconsciously speak with their teeth closed so one thinks that they are understanding whereas they are not.
- Other people may use a different sign language that is not known to us there becoming a challenge as we cannot complete the communication process.

4.1.4 What communication strategies have you used to overcome these challenges?

This question stands as the central key point to the research in that there has been a communication challenge between the deaf and the hearing so CS play an important role in that a speaker can make a meaningful expression when faced with any problem. Already almost all the respondents have stated that there are communication problems therefore a need to appreciate the different strategies that they employ. All respondents responded and their results are shown below.

Table 4.2: Communication strategies employed by the Deaf

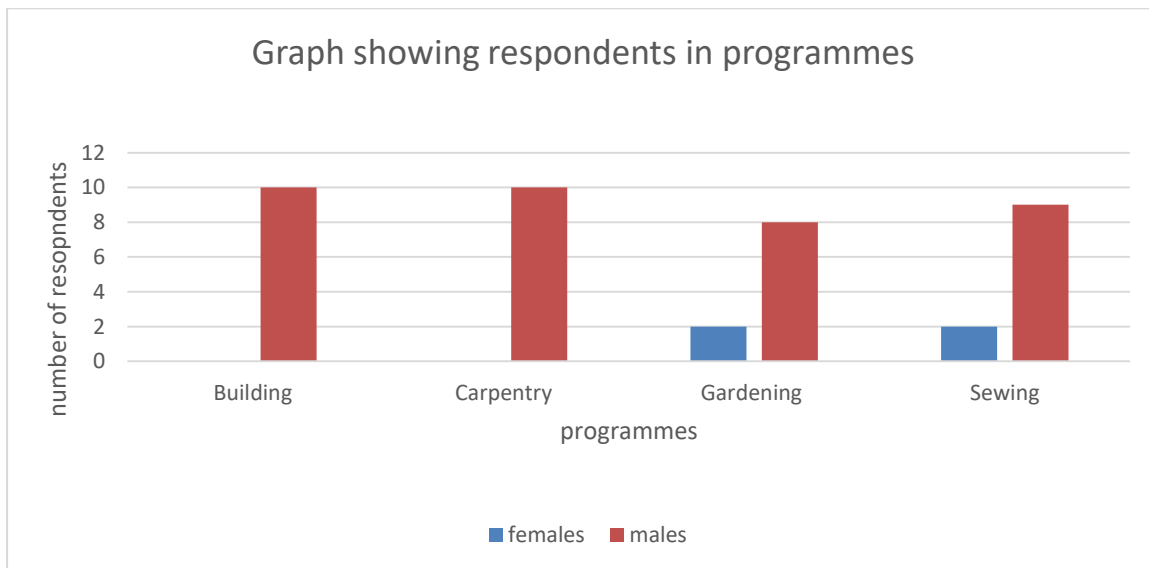
Communication strategies used	Number of respondents
Illustrations	7
Fingerspelling	5
Interpreter	8
Lip reading	7
Facial expression	6
Text messages	9
Writing	6
Home signs	8
Visual aids	7

Source: *questionnaire distributed at Nzeve by Clara Mudefi*

4.1.5 What programmes does the Centre offer you?

The Centre offers skill training for the deaf youths who are school leavers who might have faced difficulties along the way. Under that circumstance, finding employment may be complex to an extent that they resort to manual work for sustainability. Nzeve saw the need for such skills and currently is offering carpentry, building, agriculture, and sewing. Those who are capable can participate in more than two programmes. After completing the courses, they sell their products that include vegetables and get income. Some then get employed by companies that offer manual work. With this introduction of programmes it has greatly improved the lives of the deaf youths. The graph below will show the number of respondents participating in the programmes.

Fig 4.1: Programmes undertaken by the deaf



Source: *questionnaire distributed at Nzeve by Clara Mudefi*

The Centre also offers recreational activities such as soccer, volleyball, netball for both girls and boys. They participate in competitions with other nearby schools as a deaf team. They also do deaf awareness campaigns in town or in the communities, encouraging the other hearing people to also join the deaf community and raising awareness to reduce social discrimination in the societies they live in. The deaf youths are also taught about their human rights and health on issues like HIV and AIDS and Contraceptives on how to prevent related diseases. Such sessions equip the deaf youths with knowledge on the social aspect of their wellbeing.

4.1.6 What have you benefited from the programmes?

The Centre has provided a socialisation place for the deaf community and other hearing individuals in the community. An opportunity to interact with other people makes the deaf youths feel that “life goes on”. It makes them accept the situation that they are in and also an

awareness of reducing social discrimination and segregation .Interviewing the deaf youths on how the activities at the Centre have improved their lives, one of them stated that, **“the Centre has made me acquire manual skills such as building, carpentry and gardening for I can now practice at home and earn a living from that”**. I know longer have to stay idle at home but get myself occupied through the activities. Others also stated that Nzeve has made them to know about their rights as human beings, it also protects them as vulnerable individuals by representing for them. The Centre makes them feel safe.

Some of the deaf youths who did not have the opportunity of going to school because of different circumstances such as poverty and discrimination are given tutorial lessons at the Centre in Sign language for basic communication skills. They are taught how to read and write and so their confidence is boosted. Therefore, the Centre makes them understand that disability is not inability.

4.2 Data Analysis

4.2.1 Education

Through the research that was carried out, the researcher found out that the deaf youths at the Centre have not receive much education due to poverty as the parents failed to pay the fees for their children. The other factor that disadvantaged them from going to school was that in Manicaland there are limited schools that cater for the special class of the hearing impaired. The enrolment number was also limited thereby leaving a number of deaf children not attending classes. The other thing was that a few that managed to attend school could not further proceed to secondary and tertiary schools. In the time of distributing the questionnaires, some of the youths failed to comprehend the questions. Some respondents were not shy to tell the researcher that they could not read and write but were interested in participating. The researcher had to simplify the questions for them to understand and be able

to give feedback. Some of them could write but their English was badly written so it was very hard to read and make meaning therefore diverting the questionnaire questions to interviews. Interviewing each responded through an interpreter took much time as one had to first fully explain the questions, simplifying them and wait for feedback.

It is also important to note that the respondents wanted illustrations and examples in order to comprehend the questions and one would reply off topic if not effusively illustrated.

4.2.2 Language and Culture

As stated by Fanon (1952) that to speak a language is to assume a culture, this also applies to the hearing impaired people in that by signing their language they are assuming their culture. Sign language stands as a language on its own, totally different from Shona and English. With the deaf people as a minority group living with the majority Shona and English speakers, communication tends to be difficult. A problem then rises when a hearing person tries to communicate using Shona or English. Their English is different from the usual English that the majority use. The hearing impaired are therefore forced to live in two different cultures so as to blend in with the majority. This was evidenced by the researcher through the interviews that most hearing people at first try communicating using Shona not knowing that there are two different languages. Results were also shown when the respondents failed to comprehend the questions.

4.2.3 Communication challenges faced by the Deaf

As evidenced by section 4.2.3, there are communication challenges that reduce conversational effectiveness. The first challenge is language barrier, due to the circumstance that some of the hearing people have little or no sign language. It becomes a problem in the encoding and decoding process as hearing impaired people are usually monolinguals of the

sign language, therefore no communication can be regarded to have transpired in such a scenario where there is a language barrier unless a CS is employed. Moreover some of the hearing resort to writing using the English language, but a different English know to the deaf people.

Furthermore, sign language interpreters serve as intermediaries between the hearing and the deaf, translating the spoken words into signs. But they are not always available. This makes communication of the two speakers effective. The problem then comes when there is no interpreter to stand in-between the utterers. There will be a need of looking for an interpreter because if there is no interpreter there can't be a dialogue. Some of the respondents suggested that it becomes a problem when they have to first teach the hearing person basic skills of communicating using the sign language instead of just communicating the issue at hand. This spends much time in trying to teach so as to have a mutual understanding. Although this was seen as somehow an achievement in that some of the hearing people show an interest in learning sign language.

Amongst the list of the challenges were sited, it was noted that the deaf people also faced a challenge of struggling to lip read as hearing people speak faster and may speak doing other things that may disrupt their communication. This usually occurs when a hearing person lose concertation during a conversation. Hearing people usually use home signs which is a cross between Zimbabwean Sign Language, (ZSL) type signs and mimicry, thinking that the signs are the same as those used in sign language. A problem arises in trying to make meaning on the stated sign because a confusion will arise as the speaker will have difficulties on meeting on a mutual understating. Some of the home signs may be misleading too. The other issue is that since there are different sign languages that can be communicated in the world. A hearing person might have learnt sign language and try to communicate to a deaf person

using that language not knowing that it's different from the one the deaf person knows. It also becomes a challenge as communication cannot occur when there are two different dialects of sign language.

As the challenges have suggested, communicating with the hearing world for the deaf can be achieved when CS have been employed.

4.2.4 Communication strategies of the deaf

The purpose of CS have been discussed in chapter 2 and the research has shown that the CS that the hearing people employ in a case of sufficient communication is totally different from those that are employed by the deaf community. A difference in the CS of the two groups of people will be highlighted below.

Table 4.3: Comparison of CS of deaf and hearing people

CS of hearing people	CS of deaf community
<ul style="list-style-type: none"> ➤ Mime ➤ Paraphrasing –approximation, word coinage, circumlocution. ➤ Transfer –literal translation, language switch. ➤ Appeal for assistance ➤ Avoidance -topic avoidance, message abandonment. 	<ul style="list-style-type: none"> ➤ Illustrations ➤ Writing ➤ Interpreter ➤ Lip reading ➤ Text messages ➤ Home signs ➤ Visual aids ➤ Facial expressions ➤ Finger spelling ➤ Sign language tutorials

Faerch and Kasper (1983) suggest that CS are potentially conscious plans of solving what an individual presents itself as problem in reaching a particular communication goal. From the results that the researcher collected, there are strategies that the deaf community employ when communicating with the hearing. CS that are employed by the deaf people are mainly no verbal elements unlike the hearing ones, as it is according to their language. Making reference to the collaborative human communication theory, Clark state the elements of the theory that are common grounding in conversations, evidence in grounding, least collaborative effort, cost of grounding change, grounding changing with the medium etc. The study will therefore highlight how the CS that the deaf people use when communicating with the hearing apply in the elements of the collaborative theory.

Paying close attention to the common grounding in conversations, it has been described in a face to face conversation as a collaborative action. Individuals in a conversation work together in order to come up with a mutual belief and knowledge so as to move further with a conversation .Lip reading is a communication strategy that is employed by the deaf people. It is a visual saliency of speech sounds that is dependent on variety of factors that include the articulation of the sounds and the environment conditions of lighting and distance from the angle of a speaker, Jackson, (1988).

Likewise, when the deaf are employing the lip reading CS, both speakers first participate in the common grounding of acknowledging their difference in terms of hearing and the other hearing, knowing that they have to achieve a common goal of communicating. Therefore, when the hearing is lip reading, he/she avoids speaking faster to enable the deaf individual get the message being conveyed .The speaker also needs to take consideration to the other element of the collaborative theory, evidence in conversation. To be able to obtain this, the listener can show signs of understanding by probably nodding of the head. So since the two

individuals have first acknowledged their communication problem/challenge they work together to coordinate content and process on what they are communicating on. However this CS is not efficient enough as the deaf person can give false evidence that he/she is understanding what the hearing person lip reading is leading to fake communication as the deaf may not want to be regarded to as ignorant, Higgins (1980). This is due to the fact that, consonants are articulated at different places and positions. Consonants that include k, g, p, and b have the same position of articulation that can only be differentiated by a hearing person and not a deaf. Therefore these consonants are hard for the deaf person to distinguish. Therefore, the place of articulation of consonants determines its visibility and thus its receptive intelligibility, Erber (1971).

Boothroyd (1988) explains that lip reading is highly depended on knowledge of linguistic information. He describes the importance of shared linguistic knowledge of the talker and the receiver that enables the receiver to depend on the constraints of the phonological and syntactic rules of the correct perception .This explanation purports that only a deaf person who has been first exposed to their mother language and later becoming deaf can lip read, since they have the linguistic knowledge of the spoken language. Therefore this strategy is not compulsory with all the deaf people leading to its shortcomings.

Almost all the respondents cited that they preferred a CS of writing. Communication using writing as a medium enables the deaf and hearing person achieve communication effectively, guided least collaborative effort as one of the elements of the collaborative theory. The two participants already have a common understating of having the writing skills, and so by choosing writing as their means of dialoguing as it serves time because there is instant and getting feedback. However this method portrays its weaknesses in that the grammatical aspect and word order of either Shona or English are different from that of SL, in that the

grammatical sequence of SL is shortened and does not follow any rules than that of any language. So the dialogue may not be as efficient as there misunderstanding can arise and also that two different languages are being used as a dialogue.

Furthermore, text messages as another CS is supported by an element of the Collaborative theory called 'grounding changes in medium', which highlights the choice of speaker's use of an available technical medium of communication. The least combined effort element, makes text messages as a CS effective in that it is simply and easier. The introduction of technology has also been widely spread even to the minority groups such as the deaf community, in that some of the deaf who are able to cope up with the technology can use phones via texts only as a method of interacting with the hearing. This kind of CS communication may be efficient if feedback is instant. However, those who cannot operate or cope up with the technology are disadvantaged.

The other CS that seem to be with no query are SL tutorials and the use of an interpreter. These communication strategies are more efficient in that when one acquires SL, then one can be able to fully communicate with a deaf person without facing any challenge as there is a common ground that the two interlocutors coordinate to have a shared or mutual meaning. The same might apply to the use of an interpreter who acts as the mediator between the two speakers by translating the signs into spoken and vice versa. This achieves successful communication as the interpreter shares both linguistic knowledge of the two languages.

Answering the second objective of the research questions, CS have to a larger extend, improved communication with the other hearing people in that on situations where communication could not be achieved due to a language barrier, dialogue can now be at list achieved. This further lessens social isolation, loneliness and discrimination amongst the hearing individuals. One discourse community of the two different speech communities can

now be united as there will be no language barriers. This also stimulates the confidants of the deaf people as they can be able to participate socially with the hearing people. As the collaborative human communication theory indicates that for communication to be regarded to have taken place it's not simply the decoding and encoding process of well-informed messages but that a conversation is collaborative in both parties for there to be a common understanding and successful communication. Elements that include common grounding, least collaborative effort, grounding changing medium and evidence in conversation have been used by the researcher to guide the study's research questions. Therefore, as the study managed to see a gap in terms of deaf and hearing communication it sought to find out the different methods or strategies that the deaf employ in trying to make communication meaningful. CS have helped to improve interactive relations as it is an important tool used by human beings in achieving productivity in life.

4.3 Conclusion

The chapter has presented data that was collected at the Nzeve Deaf Children's Centre as it is an organisation that provides a meeting place for the deaf community. As the aim of the study was to examine CS that the deaf community use in order to communicate with the hearing people, information was collected from the interviews via a sign language interpreter. Data has been presented in tables and graphs for simplification. CS strategies that include the use of illustrations, writing, lip reading, finger spelling, home signs, facial expression, sign language tutorials and text messages through the phone have been noted to be playing a significant role to meet up communication challenges. Communication is an important tool in every human being for development. The next chapter gives a summary of the whole research giving its recommendations and highlighting its importance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented and analysed data that was collected from the deaf people at the Nzeve Centre. The data was simplified in graphs and tables. As the first objective was to investigate and examine the CS that the deaf used, the communication challenges were first discussed. Then the CS that were suggested basing on the elements of the Collaborative Theory. Lastly the respondents related on how the organisation has assisted them in their lives. This chapter will give the summary of the whole research, a conclusion and recommendations.

5.2 Summary

The research was based on examining the CS that are used by the deaf community to overcome communication challenges with the hearing people. It also examined how the CS suggested by the deaf people improved their communication on different discourses with the majority of the hearing. In Zimbabwe, being a disabled person seems to be a curse as one faces discrimination and segregation. Therefore, the deaf community being a marginalised group mainly due to communication barriers have found sociability through a non-governmental organisation, Nzeve Deaf Children's Centre that provides a meeting place for them, discussing issues affecting them. The Centre has also managed to train manual skills that economically empower them since most of them did not get opportunities of going to school due to poverty. Communication is an essential device in individuals for development sake that needs to be exercised effectively. It takes two people in a conversation to encode and decode messages, making meaningful utterances and getting feedback. Therefore if there seems to be a communication challenge /breakdown or a barrier, CS are the mutual attempts

of two interlocutors to agree on meeting in situations where requisite meaning is not shared as according to Torane (1980).

Given the definition by Tarone, the elements of Collaborative Human Communication Theory, guides through the research which proposes the issue of common grounding in communication. It further states that successful grounding communication requires the two participants to coordinate their mutual knowledge, mutual beliefs and assumptions. The researcher chose this theory because as the process of employing CS techniques ,a challenge is already identified so it then takes two people involved in a dialogue and in this case, a deaf and a hearing individual to meet on a common ground ,coordinating their knowledge so as to complete the model of communication.

As the purpose of the case study is to answer research questions, questionnaires and interviews were used as research instruments to collect data from the respondents, who are the minority deaf people for them to relate communication challenges they encounter when communicating with the hearing people. Further to suggest the different CS they used to overcome these challenges and examine these CS have improved communication. The last objective was to find out the assistance the respondents got from the organisation.

All the research questions and the objectives where successfully reached as the respondents greatly cooperated.

5.3 Conclusion

After presenting data, the researcher evaluated that indeed there are communication challenges between the hearing and the deaf people in that the deaf use Sign language that is a minority language. Language as the medium of communication that somehow controls the

way of thinking and actions concerning a community, enable interaction between these two different communities, the deaf and the hearing, CS are employed .CS are mainly in the form of non-verbal elements in that their known language consists of signs as their disability affects their speech. Due to the disability of their speech, and that the majority of the hearing cannot use sign language both parties tend to avoid communication which then creates a bridge. CS play a significant role as they give room to communicate extensively in cases of challenges. These CS include Sign language tutorials, use of text messages, interpreter, and lip reading.

However, CS that the deaf people use, are to a lesser extent effective as there are loopholes due to language difference in writing text messages .

5.4 Recommendations

The study recommends that communication challenges between the deaf people and the hearing individuals have now been lessened with the introduction of CS as they can be employed to overcome these challenges. It has now been made easier to interact with the hearing impaired and vice versa, setting the disability factor aside. It also seeks to advocate for the study of Sign language at MSU in the Communication Skills Department. Deafness campaigns should be often exercised in the country so as to create a bridge for communication barriers. This will also reduce social discrimination amongst individuals.

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APPENDIX 1

Questionnaire for the Deaf people at Nzeve Centre

My name is Clara Mudefi, a fourth year student studying English and Communication Honors Degree at Midlands State University. As part of my degree requirements, I am carrying out a research entitled, 'Discourse Communication Strategies used by the Deaf Community .A Case study of Nzeve Deaf Children's Centre' .Therefore the purpose of the questioner is to investigate on the communication strategies that you use to overcome communication challenges. You are kindly being asked to answer all questions of this questionnaire. All information provided shall be strictly private and confidential, no personal information is going to be asked for. Your cooperation is greatly appreciated.

1. Age

2. Gender

3. When did you lose the hearing sense?

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4. What challenges do you face when communicating with the hearing people?

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5. What communication strategies have you used to overcome these challenges?

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6. What programmes does the Centre offer?

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7. What have you benefited from the programmes?

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-Thank you-