

EXPLORING STRATEGIES FOR TEACHING MUSIC AND AURALS TO THE HEARING IMPAIRED LEARNERS THE CASE OF KAKAMEGA COUNTY, KENYA

This paper aims at exploring strategies of teaching Music and aural to the Hearing Impaired learners in Kakamega County, Kenya. The objectives are to: establish the challenges likely to be experienced by learners with HI in handling Music; analyze pedagogical challenges likely to be faced by potential music teachers of learners with HI in teaching Music and Strategies to be used in teaching Music to this category of learners. The study employed descriptive and experimental designs. Data was collected using questionnaires, observation schedules, and interview schedules and then presented using charts and tables. Some learners were subjected to selected teaching strategies (experimental group) and other learners not subjected to those teaching strategies (control group). Music and aural tests were administered on these learners. The results were recorded using figures. Both purposive and random sampling strategies were used to select target respondents. Collected data was subjected to content analysis in which triangulation was employed to get views from different sources. Data was coded and presented using tables, figures and graphs. Variables were tested to make valid and reliable conclusions. The major findings of the study are: learners with HI have a lot of potential in music and therefore can do music as a subject; assessment of learners with HI plays a big role in their learning ability; the learners with HI can substitute their sense of hearing with their sense of sight, feel and touch to learn Music and aural; and, HI teachers are not trained in the subject of Music. The study recommends that: The learners with HI should be provided with adequate teaching and learning materials in Music; they should be given an opportunity to study music as a subject; KISE should introduce Music as a subject; and, KICD and KNEC should incorporate HI concerns in their syllabi.

Keywords

Music therapy, Hearing impaired learners, aural, teaching strategies

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