

Challenges in Translating and Transcribing Kenyan Sign Language
The case of Immanuel Christian School for the Deaf

A Research Project Report submitted in partial fulfilment of the requirements
for the award of the degree of Master of Arts in Translation

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November 2014

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

A good head and a good heart are always a formidable combination.

Nelson Mandela

Declaration

This research project report is my original work. The report has not been submitted for any other examination in any other university or in any other institution of higher learning.

Rachel Christine Wanjirũ Koigi

Date

This research project report has been submitted for examination with our approval as the University of Nairobi supervisors.

Professor Okoth Okombo

Date

Mr. Josephat Gitonga

Date

Dedication

It is with great delight and respect that I dedicate this work in the first instance to my parents, Mr Solomon Koigi Kabiũ and Mrs Rahab Nyambugi Koigi, for their love and care; and for sending me to school. Further, to Professor Okoth Okombo and Dr Justine Ndonga-Keller, for what they have inculcated in me with regard to researching and to translating, respectively. In addition, to all my siblings, especially that one who quotes Ecclesiastes 12:11 - 12; yet again reminding him of that saying concerning *old dogs and new tricks*.

Acknowledgements

Many people have contributed significantly towards my studies culminating in this research project report. I am truly grateful and I thank God for them. To each one of them I express my sincere gratitude for special assistance, consideration, guidance, indulgence, sponsorship and understanding. With their permission, I have to mention a few.

I am deeply indebted to my supervisors, Professor Okoth Okombo and Mr. Josephat Gitonga, without whose encouragement, guidance and patience this research project report, *Challenges in Translating and Transcribing Kenyan Sign Language*, would not have seen the light of day.

It is vital that I express my deep gratitude to my lecturers in this course for M.A. in Translation, not only for the great difference they made to my study in translating, but equally for the impact their instruction has in my study for interpreting: Professor Lucia Omondi, Dr Alice Wachira, Dr Helga Schroeder, Ms Deva Alexander (UN), Dr Justine Ndongo-Keller, Dr Gideon Marete and Dr Erick Odero.

I appreciate the assistance and the materials I received for this research project report from KSLRP through the generosity of Dr George Mweri, Mr Washington Akaranga, and other members of staff.

This research project report would not exist if information and material had not been provided by kind people from DOOR International-Africa, Immanuel Christian School for the Deaf, Immanuel Church for the Deaf, KNAD, KNEC, KTTID, LVCT Health, among whom I shall mention a few, acknowledging and respecting their various credentials and titles: Abraham Amianda, Alfred Wafula, Beatrice Adhiambo, Beryl Odhiambo, Chrisantos Nyawara, Eddy Ingutia Mandila, Epha Ngota, Esther Buteyo, Francisca Awuor, Jack Owiti, John Ochieng Koywa, Josephat Mulongo Iyadi, Judith Ouma, Julius Ogoto, Leonard Odhiambo, Luka Lengewa, Martin K'Ongere, Mukhtar Ogle, Nickson Kakiri, Paul Njatha, Robert Migiro, Shadrack Odari Misoga and Wesley Ageng'o.

I renew my expression of gratitude to Professor Lucia Omondi for calling my attention to the courses for interpretation and translation, and for referring me to Proverb 4.

I have acquired a second home at the UoN for which I am sincerely grateful, the Centre for Translation and Interpretation: the Director and Coordinator Professor Jayne Mutiga and staff, Dr Erick Odero, Mr Evans Karimi Waciūri, Ms Purity Mbandi and the security guard, Mr Michael Matheka. To that drop of perfume, small but very effective team, I express my sincere appreciation for every single contribution to my study and to my well-being at the Centre.

My colleagues in the Interpreting and in the Translating classes have radiated light, warmth, fabulous energy; and have been very supportive and very encouraging. I thank each one of them most sincerely: A. Rachier, A. Sanday, B. Undisa, D. Oyaro, E. Asaala, E. Chumbow, E. Kamanzi, J. Kinyanjui, L. Kaula, M. Mainye, M. Mugira, M. Zagabe, N. Mutuma, O. Makoniare, P. Mwaura, P. Mwebesa, P. Ope, P. Wanjeri, and S. Mboha.

My family and my friends, I join those who recognize that the word *thank you* was made so short in order that it may be repeated over and over. Thus, without ever ceasing, I repeat it to appreciate your care, your love, your understanding and your prayers. And now together, to Him who has this far brought us, and on whose promises we stand, with thanksgiving and exaltation, we pray as we sing: *Then sings my soul, my Saviour God to thee, how great thou art, how great thou art; then sings my soul, my Saviour God to thee, how great thou art, how great thou art.* Thus, above all, I thank God Almighty, for providing the wherewithal to complete this study.

Abstract

This study set out to investigate challenges in translating and transcribing Kenyan Sign Language. There is not much translation in Kenyan Sign Language (KSL) because it is considered a visual language and it is relatively new in Kenya, hardly seven decades. This study involved the collection of material translated to KSL, deleting any English language inscriptions written thereon, and having the material translated back to KSL by Standard Eight pupils from Immanuel Christian School for the Deaf, and their KSL and English teachers. The study had the objective of investigating challenges of equivalence in KSL translations as well as any strategies employed to solve such challenges of equivalence in translating KSL.

The study employed the theory of equivalence developed by Nida and elaborated further by Nida and Taber (1982:12) which posits that “Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style”; which goes further to point to closest natural equivalence, basic communication based on the unity of human beings, and a first level of meaning.

The study was initiated by browsing the internet for material on Sign Language translation in general and Kenyan Sign Language translation in particular. Thereafter, visits were made to various institutions to collect material translated into KSL. The study also utilized a glossary of Parliamentary and global discourse which had been translated to KSL in graphics for another study on KSL interpreting of the proceedings of the Kenya National Assembly. Though the study on KSL interpreting of the proceedings of the Kenya National Assembly used the glossary in English, it did not require the graphics in KSL. These, therefore, formed part of the material for translation by the informants. This was followed by designing two questionnaires entitled “Student Questionnaire” and “Teacher Questionnaire” which sought background information on the pupils and the teachers. When the material was ready, the researcher travelled to Immanuel Christian School for the Deaf in Homa Bay County, for face-to-face interviews, translations and completion of the personal questionnaires. An analysis has been made of the translations and of the biodata.

The study has established that some strategies were used to solve the challenges of equivalence in KSL translations. Further, the study established that the pupils and the KSL and English teachers of Immanuel C., not being translators, were unaware that they were using these strategies; and that they used the three strategies as posited by Nida and Taber to obtain equivalence: closest natural equivalent; basic communication based on the unity of human beings, and the first level of meaning, this last being the more frequently used.

In addition, the study established that there was a higher level of equivalence obtained when translating the glossary for parliamentary and global discourse than when translating the public awareness posters. Besides, the study finds that there is no uniformity in KSL the way there is in English; and furthermore, that there is need to wring more in KSL and to translated KSL more; to build written language competency, especially in English among KSL users; to have KSL translators; to make Kenyans more aware of and more competent in KSL as they are in the other two official languages, English and Kiswahili; and to have a standardized KSL dictionary.

Chapter One covers the background to the study and it introduces translating, transcribing, theory of equivalence according to Nida and others, and descriptions of Kenyan Sign Language by various entities.

Chapter Two, besides introducing the Standard Eight pupils of Immanuel Christian School for the Deaf, usually referred to as Immanuel C., their English and KSL teachers, as well as the head teacher and another voluntary teacher. Further this chapter also examines challenges they face in learning and in teaching KSL and English.

Chapter Three and Chapter Four together constitute the heart of this research study because the informants' responses are analysed in Chapter Three and the findings are discussed in Chapter Four.

Chapter five summarizes, concludes and gives recommendation for further research, among other incidental matters.

It is our sincere hope that this project report will contribute to knowledge in the area of KSL translation in particular, and to KSL language and communication research in general.

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Abbreviations and Acronyms

CRE	:	Christian Religious Education
DoB	:	Date of Birth
DOOR	:	Deaf Outreach Development (full form uncertain)
Immanuel C.	:	Immanuel Christian School for the Deaf
KCPE	:	Kenya Certificate of Primary Education
KNAD	:	Kenya National Association of the Deaf
KNEC	:	Kenya National Examinations Council
KSLRP	:	Kenyan Sign Language Research Project
LVCT	:	LVCT Health (Used to be Liverpool VCT [Voluntary Counselling and Testing])
PS	:	Postscript: written at the end of a letter or any writing to introduce more information or add something forgotten
PWDs	:	Persons With Disabilities
SNE	:	Special Needs Education
UoN	:	University of Nairobi
VCT	:	Voluntary Counselling and Testing

CHAPTER ONE INTRODUCTION

1.1. Background to the Study

Most dictionaries, including the *Oxford Advanced Learner's Dictionary* (2010), describe translation as the process of changing something that is written or spoken into another language; and as a text or work that has been changed from one language into the other. In translation discourse, the original language is referred to as the source language and the translated language as the target language. Though in ancient times translating could have been verbal or written, in recent times a differentiation has evolved, such that translating now refers more to what is written, while interpreting refers to what is spoken. Translating or translation derives from the verb to translate which according to *The American Heritage Dictionary of the English Language* (1981) means “to express in another language, systematically retaining the original sense; to put in simpler terms: explain; to convey from one form or style to another: convert”. Larson (1984:3 and 15) states that translation is a change in the form of a language with regard to the surface structure of a language which is composed of words, phrases, clauses, sentences, paragraphs, etc. Further, that as a result of the fact that a text has both form and meaning, there are two kinds of translation, one being form-based and the other being meaning-based. The form-based translation is referred to as literal translation because it follows the structure of the source language; the meaning-based translation is referred to as the idiomatic translation because it strives to communicate the meaning of the source text as naturally as possible in the target language.

On the other hand, Bureau Marcel van Dijk (1983: v and 33), while stating that “translation constitutes an essential tool for better communication”, posits that “...the working definitions of translation are situated between two extremes, which may be characterized as “traditional” or “modern”: The “traditional” definition is the process of replacement of a text written in a source language by a text written in a target language, the objective being a maximum equivalence of meaning. The “modern” definition is the process of transfer of message expressed in a source language into a message expressed in a target language, with maximization of the equivalence of one or several levels of content of the message. Nida and Reyburn (1981:70) had outlined the “legitimate objectives of a

translation” and stated that a “translation should be the closest natural equivalent of the message in the source language”; and that translation “cannot be a word-for-word rendering of the original, because this would result in serious distortion of the message”.

Further, Nida and Taber (1982:1) contrast the old focus of translation and the new focus and state that “The new focus, however, has shifted from the form of the message to the response of the receptor”. They add that the response of the receptor to the translation in target language should be compared to the response or reaction of the receptors of the original, the source language, to be able to answer the question whether that was the correct translation for the intended audience (Nida & Taber 1982:13). Nida and Taber (1982:12) affirm Nida’s earlier position that “Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style”. From another point of view, Venuti (2008:85) points out that “the translator aims to signify the linguistic and cultural differences of the foreign text, but only as they are perceived in the translation by a limited readership, an educated elite”.

As this study investigated equivalence in translation of Kenyan Sign Language, there are incidents where maximum equivalence has been obtained and incidents where the messages seem distorted.

Transcribing, according to the *Oxford Advanced Learner’s Dictionary* (2010), is derived from the verb to transcribe which means either to record in written form one’s thought, one’s speech or some data; or to record thoughts, speeches or data in a different written form from the original. This study investigated graphics drawn in sign language, not written in the alphabet. The translations are written in English using the English alphabet.

On equivalence, Nida and Taber (1982) bring to our attention the existence of various types of equivalence, among them actual, potential, close, natural, cultural and functional (called dynamic in earlier writing). Actual and potential equivalence go hand in hand. Nida and Taber (1982:4 - 5) state that “Anything that can be said in one language can be said in another, unless the form is an essential element of the message”. They further explain that for the average person the most debated point about translation is the

“potential equivalence” faced with the “actual equivalence”. They give the example of “snow” and outline two scenarios:

- i. Some people would object to the use of snow in the translation, for example, in “white as snow”, if the target language users have never seen snow;
- ii. Other people would object to omitting “snow” and using something similar in the translation and would point out that unless the target language has a word “snow”, the translation is inadequate and that the original message is distorted.

They offer equivalents for “as white as snow” such as “as white as egret feathers” as used in some languages. In other cultures, “as white as cotton wool” would suffice. Nida and Taber conclude that in order to “preserve the content of the message, the form must be changed” because, after all, languages are different because they differ in form. Nida and Taber (1982:13) urge translators to use “the closest equivalent”. They give the example of “demon-possessed” in the Bible and point out that “mentally distressed” is not a close equivalent because it lacks the seriousness of “demon-possessed” as might have been understood originally. Further, they state that using “mentally distressed” instead of “demon-possessed” is actually cultural translation. Natural equivalence means that the target language audience would not know that it was a translation. The message would be received as if it was originally uttered in the target language. Functional equivalence gives priority to meaning and overall importance to the content of the message. Nida and Taber (1982:12) thus posit that a translator “must strive for equivalence, rather than identity”; that “translating must aim primarily at ‘reproducing the message’ ”; and that “Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style”.

This study investigates equivalence in the translations from Kenyan Sign Language, albeit taking into account that the translators are pupils and teachers of a primary school, not professional translators.

With regard to Kenyan Sign Language (KSL), the following are descriptions by various entities: Kenya National Association for the Deaf (KNAD) states that “Kenyan Sign Language (KSL) is a visual language comprising specific gestures (signs), hand-shapes and facial expressions. The signs follow grammatical rules. It is the official language of

the Deaf community in Kenya. Generally, Deaf people have their own culture” (KNAD Brochure, Appendix I). Ethnologue Languages of the World journal from the internet describes Kenyan Sign Language (KSL) as a developing language of Kenya classified under Deaf Sign language and used by an increasing population. Further, that KSL is not related to other sign languages but that since 1961 it is being standardized with some variations. In addition, that KSL is used in court cases involving deaf people.

Okombo et al. (2006) have a section on Kenyan Sign Language possible origins which has informed this study on the young history of Kenyan Sign Language. Further, Okombo et al. (2006:18) state that “Most sign languages of the world including KSL are still not written languages. They can only be signed. Research is still going on in the area of orthography of sign languages”. This statement whets the appetite to venture into KSL translation.

From the internet we found the following statement, by Hope Morgan:

KSL is the language of the Kenyan deaf community and is used throughout the country. In 2010, KSL was recognized in the new constitution of Kenya as an official language of the Kenyan Parliament. This language is believed to have originated in the first deaf schools, in the early 1960s in western Kenya (Okombo & Akach 1997). Therefore, KSL is probably around 40 - 50 years old.

The foregoing has informed this study on the short history of KSL and on the scarcity of KSL translations.

1.2. Statement of the Problem

Certain material, especially publicity, has been translated from English to KSL for general information as well as educative purposes. The problem addressed in this study is whether the translated material informs the deaf adequately, and whether there is equivalence in communicating the intended messages. The problem to be addressed is one of a gap in research concerning translation into KSL from English and the challenge of equivalence, as outlined by Nida (1969). To the best of our knowledge, no research has been conducted to determine the adequacy of such translations, especially in terms of the degree of equivalence achieved in them. As equivalence is affected by many factors including level

of education, culture, environment, society and even politics, among many others, this study has investigated some of the factors and some of the questions arising from this research gap using translations that have been attempted. The problem addressed in this study covers a significant gap in knowledge as to whether:

- i. There is equivalence in KSL translations;
- ii. There are strategies employed to solve challenges of equivalence when translating KSL.

1.3. Research Objectives

This research study has the followings objectives:

- i. To investigate challenges of equivalence in KSL translations;
- ii. To investigate any strategies employed to solve challenges of equivalence in translating KSL;
- iii. To determine to which extent this phenomenon may be explained in light of Nida and Taber's theory on equivalence, that "Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style".

1.4. Research Hypotheses

The following hypotheses are tested in this study:

- i. That there are challenges of equivalence in KSL translations;
- ii. That some strategies have been used to solve the challenges of equivalence in KSL translations;
- iii. That Nida and Faber's theory of equivalence provides an adequate framework for addressing the said challenges.

1.5. Significance and Rationale of the Study

Kenyan Sign Language (KSL) is the third official language of Parliament in Kenya, (Constitution of Kenya 2010). Article 35 of the Constitution mandates the State to facilitate the right to access information; this right is further emphasized by Article 54 (1) (d) which stipulates that persons with disabilities are entitled to use Sign Language, Braille or other appropriate means of communication. In addition, Article 7 (3) (b) mandates the

State to promote the development and use of indigenous languages, including other communication means accessible to persons with disability, such as Kenyan Sign Language and Braille. Furthermore, the Persons With Disabilities (PWDs) Act 2003 stipulates that all institutions of learning must consider the special needs of persons with disability with regard to entry, curriculum etc. Finally, the Kenya Vision 2030 aims at total inclusiveness of every citizen of Kenya. Pillar No. 5 entitled *The Social Strategy: Investing in the People of Kenya*, article 6 on *Gender, Youth and Vulnerable Groups* reads in part that, “Specific strategies will involve... improving access to all disadvantaged groups (e.g. business opportunities, health and education services, housing and justice); ... and by up-scaling the training for people with disabilities and special needs”. Thus, KSL is one of the three most important languages in Kenya. Equivalence in KSL translation will be a valuable contribution to the development of KSL, in particular, and to inclusiveness in communication in Kenya, in general.

Substantial research continues to be undertaken on KSL and this research into equivalence in KSL translations will add to the body of knowledge on translating in general and KSL translation in particular. In addition, compilers of KSL dictionaries and KSL teaching manuals will find this research on equivalence in translating a useful source of reference.

Furthermore, as The Constitution of Kenya 2010, Article 7 (3) (b) mandates the State to *promote and protect the diversity of languages of the people of Kenya; and promote the development and use of indigenous languages, Kenyan Sign language, Braille and other communication formats and technologies accessible to persons with disabilities*; this research on equivalence in KSL translation will contribute to knowledge in teaching KSL, and will contribute to publications requiring KSL translations.

The findings of this research will contribute to the body of knowledge in translation equivalence of yet another relatively new Kenyan language, the Kenyan Sign Language; and finally, this research on translation equivalence in KSL translations will spearhead further research into development of KSL translations.

1.6. Scope and Limitations of the Study

The study investigates translations from KSL to English by Standard Eight pupils as well as KSL and English teachers from Immanuel Christian School for the Deaf (at KNEC recorded as, and mostly referred to as Immanuel C.). The study concentrated on the linguistic concept of translation from KSL to English and equivalence in translation. The original documents were written in both KSL graphics and English on the same page, which proved advantageous. The study also obtained systematic testimonies from each of the students and teachers.

Translations have been done from KSL to English in the first instance because they were available, and English is the language of instruction in Kenya and is accessible in all schools. Immanuel C. was selected because records indicate good overall performance in English in the 2013 primary school certificate examinations.

The scope of the study is limited by the fact that Standard Eight pupils are only four in Immanuel C.; the four teachers instruct in English and KSL; the pupils are all deaf; one of the teachers is deaf while three are hearing; and the writer does not sign KSL. In addition, the study is limited by scarcity of translated material, thus most KSL translations available are on one topic: HIV-AIDS. The translations from DOOR and KSLRP interactive are in video form. Furthermore, the scope of the study is limited by the fact that neither the pupils nor their teachers are professional translators. In addition, the study is limited by financial considerations and shortage of KSL graphic writers. Besides the other relevant costs, the study involved travel and drawing graphics in KSL, which is expensive. In the course of this study the researcher found only one person who draws KSL graphics. As a result, the study had to make do with the glossary on Parliamentary and global discourse which was already available. The study takes cognizance of the fact that the terminology, which is technical and specialized, is also way beyond the terminology ordinarily employed and understood by Standard Eight pupils, be they hearing or be they deaf. Finally, the scope of the study is limited by the fact that it did not delve into the social environment of the school and other psychological elements that might affect the rendering of the translations from KSL to English; neither did it dwell on the gender equation, nor analyse the possibility of different gender capabilities.

The study has covered KSL translation to English and attempted to seek equivalence in translation.

1.7. Theoretical Framework

The theoretical framework in this study is one of equivalence as posited by Nida & Taber (1982:12):

Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.

This is what is attributed to functional equivalence (earlier called dynamic by Nida), with the result that the audience of the target language will react in the same way as the audience of the original message in source language. This study therefore analyses the functional form of equivalence, which conveys meaning.

Commenting on the functional form of equivalence which transmits meaning, and quoting Nida, Venuti (2008:17) writes that “Nida states, ‘that which unites mankind is much greater than that which divides, and hence there is, even in cases of very disparate languages and cultures, a basis for communication (Nida 1964:2)’.” Bellos (2011:170 - 171) refers to this functional approach which concentrates in transmitting meaning and states that Nida’s wish was to encourage translators “to sacrifice whatever was necessary to ‘get the message across’ ”; and refers to a chapter from one of Nida’s books which is pointedly entitled “Translating Means Translating Meaning”.

Functional translating means that the translation makes immediate sense in the target language; the translation is understood by all; and that the ordinary person does not need a further explanation of the translation from the more learned. Torikai (2009:133 - 134) comments on Nida’s equivalence approach and points to the fact that already in 1964 Nida had two different types of ‘equivalents’ in translation: one being the formal equivalence and the other being the dynamic equivalence. Dynamic equivalence is what would evolve in time to become functional equivalence. Formal equivalence focuses on the source, whereas functional equivalence focuses on the audience response and a natural translation enabling bilingual and bicultural audiences to feel that it was not a translation.

Munday (2012: 66 - 68) further explains Nida's approaches and states that "The old terms such as 'literal', 'free' and 'faithful' translation... are discarded by Nida in favour of 'two basic orientations' or 'types of equivalence' (Nida 1964a:159): (1) formal equivalence; and (2) dynamic equivalence. These are defined by Nida as follows:

- i. Formal equivalence: Formal equivalences focus attention on the message itself, in both form and content... One is concerned that the message in the receptor language should match as closely as possible the different elements in the source language;
- ii. Dynamic equivalence: Dynamic, later called 'functional', is based on what Nida calls 'the principle of equivalent effect', where 'the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message'.

On the other hand, Nida & Reyburn (1981:9) tell us that, "No analysis of communication can be complete without a thorough study of the role of the receptors of a message. ...it is important to know about their general background (e.g. their ethnic origins, religious beliefs, educational levels) as well as their linguistic background (e.g., their mother tongue, any supplementary language or languages..."

Nida & Reyburn (1981:7) further elaborate on multiples levels of meaning and posit that, "All messages have a first level of meaning" and that (1981:8) "in some instances, a first level of interpretation may be so unacceptable to some persons as to compel them to see only a higher level".

In view of the foregoing, this study will analyse the investigation on the basis of meaning conveyed as:

- i. Closest natural equivalent;
- ii. Basic communication based on the unity of human beings;
- iii. The first level of meaning.

1.8. Literature Review

The initial step on commencement of this study was to browse the internet with a view to seeking material on sign language translation in general, and Kenyan Sign Language translation in particular. On the internet, a quotation attributed to Eugene A. Nida (1964) surfaced. The quotation was to the effect that a good translation is one in which both receptors, those of the source language and those of the target language react the same to the message. However, before the website could be recorded, the quotation had disappeared, and so had the site. Nonetheless, the theory has been quoted by several authors and it transpires that the 1964 Nida book is entitled *Toward a Science of Translation*. All efforts to obtain this book from libraries in Kenya failed, though it features in the records of most libraries. The book must be very popular or those who borrow it must be retaining it for a long time. Efforts to order it from *Amazon* also failed for it was out of print at that time, though *Amazon* promised to have it soon; soon is relative. “The logical outgrowth” (Nida and Taber 1982: vii) of *Toward a Science of Translation* is Nida and Taber (1982) *The Theory and Practice of Translation*.

Nida & Taber (1982) theory on equivalence is the basis for the theoretical framework of this study. The following authors have also studied and commented on translation and Nida, in general, and on equivalence in particular, thus they have been used to buttress the theoretical framework of this study: Bellos (2011), Janzen (Ed). (2005), Larson (1984), Munday (2012), Nida and Reyburn (1981), Torikai (2009), Venuti (2008).

Bureau Marcel van Dijk Brussels and PA Conseiller de Direction Paris (1983) offer insight into traditional and modern translating and refer to extremes found in translation between traditional and modern.

The extremes in this study are mainly from inadequate knowledge of English as well as the fact that English has been said to be difficult for deaf children as they are unable to associate the word to a sound, as per Lane et al. (1966). Further, the other extreme is that the translation is from graphics to alphabet.

Lane et al. (1966) outline the world of the Deaf, Deaf schooling and challenges faced by the Deaf in several countries. On education and learning English, their description of the

difficulties faced by deaf children when learning English has helped to understand the translations by the pupils of Immanuel C.

Mandela. Nelson: the quotations at the beginning of the study have been excerpted from these two websites: www.brainyquote.com/quotes/quotes/n/nelsonmand121685.html, and www.brainyquote.com/quotes/quotes/nelsonmand101682.html

Morris (Ed) (1981). *The American Heritage Dictionary of the English Language* is the source of the meaning of translation given at the beginning of the study.

Okombo et al. (2006: vi; 16 - 18) point out that “This is the national sign language of Kenyan [*sic*]; The common sign language used by Kenyan deaf and hearing people who have learnt it. The origin of KSL is not recorded in History. Recorded use of KSL can be traced to 1958 when the Kenya Society for Deaf Children was formed. It was found necessary at the time to form a society to cater for the interests of deaf children who were attending clinics at the then King George VI Hospital (now Kenyatta National Hospital) and the others in the rest of the country”. Further, that under the Disability Act, KSL is recognized as the language of the Deaf and that in 2004 the Special Education Course Panel of the Kenya Institute of Education (KIE) approved curricula for primary school Standards 1 - 8 and secondary school Forms 1 - 4, besides a pre-school KSL curriculum. On the other hand, Okombo et al. point out that KSL use in education, KSL use in service delivery, KSL use in everyday life of the deaf “remains elusive since parents, teachers, and the other service providers (and the general public) do not know the language; and that there is need to build capacity of all stakeholders in this language”.

RDYAP. (2002: ii) Points out that “Sign language has an important role in the communication process. It is for this reason that RDYAP’s objective of strengthening sign language in Kenya began work on revising, compilation, correction and modification of the signs which make up this manual to ensure that all the people (both deaf and hearing) have easy possibility to acquire language and get access to education and society in general”. The RDYAP manual presents some 1,000 signs to learn from. The regional Director and Chairman of Regional Deaf Youth Awareness Project (RDYAP), John Koywa, drew the KSL graphics on glossary for Parliamentary and global discourse which was employed in this study for translation. As mentioned in section 1.6, this glossary was intended for another research study on KSL interpreting of the proceedings of the Kenya

National Assembly. Consequently, the terminology is of a much higher level than the vocabulary used by Standard Eight pupils.

Ethnologue Languages of the World Web Journal has a small section on Kenyan Sign Language. The fact that KSL appears in the journal points not only to KSL importance but also to its potential.

Morgan. H. has a small outline on Kenyan Sign Language, with some history; and indicates that KSL has international interest and has potential for deeper study.

Life Is Beautiful, Be Happy and Love Each Other! The sculpture in Sign Language was retrieved from the internet and provided the first translation for this study.

Law Review: Kenyan Sign Language derives its legitimacy from the Constitution of Kenya 2010. Kenya Vision 2030 supports the mandate of the Constitution of Kenya 2010 and makes plans for further improvement of services in the educational, employment and social areas, to the vulnerable and the handicapped.

Additional material was collected from DOOR, Immanuel C., LVCT Health, KNAD, KNEC, KSLRP and KTTID. Some of the material has been used for translation and some for reference (Appendix XV).

1.9. Research Methodology

Whereas on presenting the proposal for this study it was indicated that material would be obtained only from KNAD and KSLRP, reality on the ground required a modification of this approach as KSL translations proved to be scarce. Consequently, it was essential to collect material from several institutions. As a result of the discussions with KNAD and KSLRP, additional material was sought from Deaf Outreach Development (DOOR) which houses Deaf Bible Training and Translation Centre; from Karen Technical Training Institute for the Deaf (KTTID); from the Kenyan National Examinations Council (KNEC); and from Liverpool VCT.

This study is the result of the KSL translations of the available material into English by four Standard Eight pupils of Immanuel C. as well as by the four teachers who teach

English and KSL to these pupils; and testimonies and responses to questionnaires from the same pupils and teachers, as well as from the head teacher and another voluntary teacher.

We started by browsing the internet to seek literature on sign language translation in general and Kenyan Sign Language translation in particular. Thereafter followed visits to the offices of Kenyan Sign Language Research Project (KSLRP), Kenya National Association of the Deaf (KNAD), Karen Technical Training Institute for the Deaf (KTTID), Deaf Outreach Africa (DOOR), and finally, the Kenyan National Examinations Council (KNEC). The information received from these entities, as displayed here below under 1.9.1 to 1.9.8 led to determination of data requirements, methodology and population. The information received from KNEC led to riveting on Immanuel C. primary school. The full name of the school is: Immanuel Christian School for the Deaf. The designing of the Student Questionnaire (Appendix XII) and Teacher Questionnaire (Appendix XIII) followed. These questionnaires provide background information on the informants.

When the material was ready, the researcher travelled to Immanuel Christian School for the Deaf in Homa Bay County. The visit involved interaction with the deaf children and the teachers; face-to-face interviews and supervision of KSL translations by the pupils and the teachers. As a result of time constraints, and in agreement with the pupils and teachers, once completed, the pupil questionnaire (Appendix XII) and the Teacher Questionnaire (Appendix XIII) on their background would be forwarded later by electronic mail or courier service. So it happened, unfortunately, one pupil did not complete the biodata questionnaire.

1.9.1. Life Is Beautiful, Be Happy and Love Each Other!

From Wikimedia Commons file, there a sign language sculpture by Zuzana Čížková, near a school for hearing impaired, at Kobrova Bus Stop in Prague, translated to mean “Life is beautiful, be happy and love each other!”. This forms part of the material that was translated. The inscription was deleted in order to allow the pupils and teachers of Immanuel C. translate the message. (Appendix II).

1.9.2. HIV Can Infect and Affect All of Us—Try Love and Care; Remain Safe, Abstain.

A visit to KSLRP followed. KSLRP provided two translated posters on HIV, graphically printed in KSL and translated into English. The words in English were deleted to allow translation by the pupils and the teachers. Poster 1 (Appendix III) reads: *HIV can infect and affect all of Us—Try love and care; it's our responsibility. Respect and protect yourself. Don't accept to share toothbrushes, razors or anything that can pierce your body.* Poster 2 (Appendix IV) reads: *Remain safe, abstain. HIV can infect and affect all of us. AIDS can infect and affect anyone. Always remain safe. Remain safe, abstain.*

1.9.3. How to Use a Male Condom

On two visits to KNAD, besides interviews with the chairman and an interpreter, KNAD provided material on the association as well as on the activities of the association, and an LVCT public awareness poster (Appendix V) which in this study is used for translation by the pupils and the teachers of Immanuel C. The writing in English was deleted to allow the pupils and the teachers to translate. The poster has drawings and it is graphically written in Kenyan Sign Language, translated to Kenyan Sign Language English and to Standard English, as follows:

KSL English	Standard English	
CONDOM USE HOW	How to Use a Male Condom	
Must Check Condom Expiry Date When Before use Tear Rough Part Why Carefully Destroy Condom Not	Open carefully...	1
	How to use.....	
	Check the expiry date and be sure the package is in good condition. Open at one corner, being careful not to tear the condom.... sharp fingernails or rough handling can damage the latex	
Squeeze Condom Front Space Air Out	Squeeze the tip. Squeeze the tip of the condom to get rid if	2

Penis erect Unroll Carefully Front Space Leave Empty Why Help Condom Break Nothing	[sic] air bubbles as you unroll it onto the erect [sic] penis. Leaving the tip empty helps reduce the chance of breakage and allows room for the ejaculation fluid (Cum)	
Sex Finish Condom Out Penis Erect Use Toilet Paper Hold Condom Carefully Prevent Sperm Spill	Hold base... withdraw erect. After Sex, [sic] withdraw while the penis is still erect using a tissue paper. Hold onto [sic] the base of the condom to prevent contents from spilling.	3
Wrap Condom With Toilet Paper Throw It In Dustbin Toilet Flush Not	Dispose the condom properly i.e [sic] wrap it in a tissue and throw it in a bin. It's not good to flush condoms down the toilet — they're bad for the environment [sic]	4

1.9.4. Know Your HIV Status

LVCT Health provided a Manual entitled *Signs for Sexuality and Reproductive Health (Manual)*. The top of the manual has a photograph with people signing in KSL *Know your HIV status!*. The phrase is also written in English (Appendix VI). The English inscription was deleted in order to allow the pupils and the teachers to translate.

1.9.5. Glossary on Parliamentary and Global Discourse

From a study performed earlier on KSL interpreting of the proceedings of the Kenya National Assembly, there was a glossary on parliamentary and global discourse which had been graphically written in KSL but which was not used for that purpose. This glossary (Appendix VII) was also translated by the pupils and teachers of Emmanuel C. The inscriptions in English were deleted to enable the pupils and the teachers to insert their translation. These graphics were drawn by John Koywa, Regional Director and Chairman, Regional Deaf Youth Awareness Project, Nairobi, who was recommended by KSLRP.

1.9.6. Kenya National Examination Council KCPE 2013 Results Analysis, Sample Papers, and HIV Public Awareness Poster

The two visits to KNEC allowed this study to obtain informants for the study: A classification report from the Ministry of Education, Directorate of Quality Assurance and Standards, on Special Schools for the Deaf (Hearing Impairment) KCPE 2013 Results Analysis (Appendix X). In this KCPE 2013 report, Immanuel C. was classified No. 1 out of 42, topping the list in KCPE results for schools for the deaf. Further, Immanuel C. was the best of the top five schools; the best among the most improved schools; the best in KSL, Mathematics, Science and Social Studies. Immanuel C. was selected due to these virtues, even though it had scored in third place among the best in English, the top one having scored a mean of 46.88, and Immanuel C. 40.67.

KNEC also provided the following:

- i. Sample paper: The Kenya National Examination Council, Primary Teacher examination [*sic*] Paper 1, Kenya Sign Language (KSL) receptive skills, grammar and evaluation (Appendix VIII). This paper is written in KSL English, thus attached for information.
- ii. Sample paper: The Kenya National Examination Council Primary Teachers Examination, Kenyan Sign Language (KSL), Paper 2 Part B, Methodology (Appendix IX). This is also written in KSL English and equally annexed for further information.
- iii. A translated public awareness poster on HIV, similar to the one obtained from KSLRP (Appendix IV).

All records were displaying this primary school as Immanuel C.; the full name is Immanuel Christian School for the Deaf.

1.9.7. The Kenya National Examination Council Artisan Certificate Examination Paper

KTTID provided an exam paper (Appendix XI) from the Kenya National Examinations Council, Support Subjects Oct/Nov 2007, Time 3 hrs, Artisan Certificate: General Fitter, Motor Vehicle Mechanics, Agricultural Mechanics, Welding and Fabrication, Electrical Installation, Carpentry and Joinery, Painting and Decorating, Masonry, Plumbing, Garment Making, Food and Beverage, Production and Service, Leather Work Technology, Agriculture. This paper is annexed for general information; as support for claim that the

Deaf are usually taught arts and crafts; and as support to the allegation that Kenyan examination papers are written in Standard English and are meant to serve the hearing as well as the deaf.

1.9.8. Visual CD-Rom Cassettes from DOOR International

DOOR International provided two CD-Rom visual cassettes (at a cost) entitled as follows:

- i. Know God How? Kenyan Sign Language (KSL) Version, Bible Stories. Copyright 2009 DOOR International. Nairobi;
- ii. SERVE GOD HOW? Kenyan Sign Language (KSL) Version, Chronological Bible Stories 1 - 35. Copyright 2013 DOOR International.

It is not possible to annex these, however it is considered appropriate to mention their existence.

As mentioned on several occasions, all the inscriptions written in English on the material for translation were deleted in order to allow the pupils and the teachers of Immanuel C. to translate KSL to English. Analyses of these translations give insight into whether the Deaf gain anything from KSL translations and how much they gain.

CHAPTER TWO

INFORMANT BACKGROUNDS, RESPONSES AND CHALLENGES

2.1. Brief Profiles of the Informants

This study has used as informants four Standard Eight pupils of Immanuel Christian School for the Deaf (usually referred to as Immanuel C.) and their four English and KSL teachers. The pupils have been designated Student 1 to Student 4 on the translations and Pupil 1 to Pupil 4 on our tables of responses; and the teachers as Teacher 1 to Teacher 4. Some information has been obtained from the head teacher and from another voluntary teacher. The background information is based on personal testimonies and answers to questionnaires entitled Student Questionnaire and Teacher Questionnaire. The research information is obtained from translations from KSL into English by these pupils and teachers.

The researcher met the pupils and the teachers at Immanuel C., interacted and held discussions with them, as well as person-to-person interviews. The pupils and teachers sat in one classroom and translated the material over Friday and Saturday. These translations from KSL into English were supervised by the researcher. One document would be distributed to all and it was only on completion of each document by all that the next document was distributed. In agreement with the informants, and due to time constraints, the questionnaire on their background (Appendix XII and XIII) was left behind for them to complete and it was agreed that this would be forwarded later, either by electronic mail or by courier; and thus it happened, except for one pupil. On some of the questions papers, the names of the pupils as well as the names of the teachers were indicated. These names have been erased on the copies in the appendix. There was a lot of information given not only at Immanuel C. but also from the other institutions from where material was collected. Nonetheless, the study has used the information that was relevant to the research. Some informants wrote their names on the questionnaires but these have been deleted and the study has retained the codes Student/Pupil and Teacher and the numbers for each.

2.2. Profiles of the Four Standard Eight Pupils (Questionnaire Student, Appendix XII).

The four Standard Eight pupils of Immanuel C. have only attended that school. The following is a chart of responses on their background as well as access to reading materials. The available evidence shows that they do not know their dates of birth. Although they were in Standard Eight and thus should be around 14 years of age, they appear and behave to be much older: the school informs that they join Standard One at an advanced age, as opposed to the hearing pupils who join at around age six or seven, and sometimes even five and a few months. Question 6 is tabulated on the following table: it queried on whether the pupils like reading, which subjects they like least and which subjects they like best. Both tables reproduce the responses exactly as they were written by the informants. As displayed on the Table 2.2.2., all the four Standard Eight pupils of Immanuel C. like reading. While some indicate that books are not readily available, there is another indication that books are available from the school library, albeit textbooks, not storybooks. Most of the pupils like reading fiction and non-fiction storybooks. Sociology records as the favourite subject for the four pupils. While history is favoured by one pupil, geography, science and religious literature are the least favoured.

Table 2.1. Pupil Background

Student No.	Date of Birth	Class	Schools attended	Likes reading	Books easily obtainable	Source	Books not easily obtainable and reason
1		8	Immanuel Christian School for the Deaf	Yes	No		School mine books some not there My Parents all dead nobody to buy for My books Story. School books some have but problem some not there.
2			Immanuel Christian School for the Deaf				
3	1998	8	Immanuel School for the Deaf	Yes	Yes	Library school [sic]	
4	16		Immanuel Christian School for the Deaf	Yes	No		Hard get

Table 2.2. Pupil Reading and Subject Preferences

Student No.	Subject: Classification 1 - 10 (1=least preferred; 10 most preferred)							
	Novels/Stories			History	Geography	Science	Sociology	Religious Literature
		Fiction						
			Non-Fiction					
1	1	10	10	10	1	1	10	1
2								
3	1	10	10	1	1	1	10	1
4								Ticked but not classified

2.3. Profiles of the Four Standard Eight Teachers of KSL and English, Head Teacher and Voluntary Teacher (Questionnaire Teacher, Appendix XIII)

The four teachers interviewed teach KSL and English to Standard Eight pupils of Immanuel C. One of the teachers is deaf, while the other three are hearing. The Head Teacher of Immanuel C., designated Teacher 5, instructs in English, Mathematics, Christian Religious Education (CRE) and Science. The teacher designated Teacher 6 instructs in Mathematics, English, Science, Social Studies, KSL and C.R.E. Their responses to Questionnaire Teacher (Appendix XIII) have been included in order to buttress the responses given by the Standard Eight teachers of English and KSL at Immanuel C.

Responses from the teachers inform the study that the teachers are aged between 27 and 31 years. Their credentials range between certificates and diplomas in primary school teaching, special needs education (SNE), KSL; and most are pursuing studies for a first degree.

In response to the questionnaire on the challenges faced when teaching sign language to deaf children, the teachers inform that there is neither a guided curriculum available to teach KSL, nor a uniform approach which is approved and embraced by all KSL education stakeholders. Further, that KSL teaching resources and textbooks are few; and that most of the textbooks are written in English which makes it difficult for deaf children to understand. They inform that besides the teaching materials being insufficient, they lack adequate content. In addition, that there are regional differences in signs, lack of proper signs for some words, added to which a low concentration level of the deaf pupil. As a

result, the deaf pupils hardly cover the required syllabus. Finally, that each school also develops its own signing formula.

With regard to challenges faced when teaching English to deaf children, the teachers advise that some words in English do not have signs, thus it is a challenge to explain the meaning. Further, the teachers inform that deaf pupils find English difficult because they are unable to relate word to sound which they do not possess, thus they develop a negative attitude towards English. In addition, deaf pupils have difficulty in spelling, in developing English vocabulary as well as the use of sentence structure. Besides lack of reading materials, there is interference of mother tongue for the deaf pupils who can lip-read. The teachers inform that most deaf pupils give their own meaning to any story they read depending on the number of words they understand, thus the story is either distorted or totally different from the original. Finally, that the deaf pupils become bored and lose patience when learning English.

From the teachers' responses, the study understands that:

- i. When a sign does not exist for equivalent meaning in English, teachers have to create own signs or use alternative signs when teaching;
- ii. There is some miscommunication as a result of interference from Kenyan mother tongues which cause varying signs from different regions;
- iii. Teaching the deaf children, especially English, takes longer than provided for, thus it is difficult to cover the syllabus.

The following Table 2.3.1. details the age, education and credentials of the four teachers who teach KSL and English to Standard Eight pupils at Immanuel C, as well as their statements on challenges faced when teaching KSL and when teaching English to deaf children. Included also are the details for Teachers 5 and 6. The responses are typed exactly as they were written on the questionnaire, spelling mistakes included.

Table 2.3. Profiles of Teachers

Teacher age and education background (excerpted from responses to Q1 - 4)	Credentials (Response to Q5)	Challenges faced teaching KSL (Response to Q6: On separate sheets of paper, please describe in detail the challenges you face on teaching Kenyan Sign Language to the Deaf.)	Challenges faced teaching English (Response to Q7: On separate sheets of paper, please describe in detail the challenges you face on teaching English to the Deaf.)
<p>Teacher 1</p> <p>DoB: 1984</p> <p>Instructs in: KSL, English, Social Studies</p> <p>Primary Education: Baba-Dogo Primary</p> <p>Secondary Education: Kariobangi South Secondary School, Bishop Linus Okok Girls High.</p>	Certificate in KSL at KSLRP in Buruburu	<p>Some on the challenges include, the changing of the English language to Kenyan Sign Language.</p> <p>-Most of the textbooks are written in English, making it difficult for the learners to understand</p> <p>-There are no enough K.S.L. Textbooks.</p>	<p>The deaf are used to signing K.S.L, so it is a challange for them to use standard English.</p> <p>-Some words in English, do not have Signs. It becomes a challenge when you want to explain the meaning.</p>
	Certificate in KSL		Challenges I face on teaching English to the deaf. Deafness as a disability has it's own concepts and own method of assessment and education.

<p>Teacher 2</p> <p>DoB: 21.11.1985</p> <p>Instructs in: English</p> <p>Primary Education: Nyabola Primary School, Kendu Muslim</p> <p>Secondary Education: Kioge Girls High School</p> <p>College education: The Kenya Institute of Special Needs Education</p>	<p>Certificate in Counseling</p> <p>Certificate in First Aid</p> <p>Diploma in SNE</p>		<p>-The deaf because of their lack of spoken language tend to believe that english is very difficult and hence they have developed anegative attitude towards it. They believe it is for their hearing peers. and that they should not be taught english.</p> <p>-They have very limited and premature vocabulary which does not improve easily even as they move to other higher learning institutions. This makes it hard in english as a subject since we meet vocabularies in our day to day learning. The sentence structures in signed exact english or standard english does not go well with them and so I have to literary force them to learn english.</p> <p>-There are some words in English which have no signs and therefore explaining it to the deaf is rather very hard e.g vowels, pronouns, adjectives. I'm forced to fingerspell which is very tiresome.</p> <p>-When the syllabus changes, it comes with new words which am not familiar with and so I have to create my own sign for it example; words like: Governor, senator. County gvt; women rep in a comprehension story.</p> <p>-English composition is the most affected subject because they have to write in signed english and it is very hard for them.</p>
<p>Teacher 3</p> <p>DoB: 07.05.1983</p> <p>Instructs in: Science, C.R.E., Kenyan Sign Language</p>			

<p>Primary education: Lugulu Boarding Primary School</p> <p>Secondary Education: Butere Girls High School</p> <p>College: Kenya School of Professional Studies, Machakos Teachers Training College</p> <p>University: Africa Nazarene University (continuing)</p>	<p>Primary Teacher Certificate</p> <p>Diploma in Law</p>	<p>Challenges faced when teaching Kenyan Sign Language:</p> <p>a) Lack of teaching materials. The text books we have don't have adequate content.</p> <p>b) Regional differences in signs. Especially with the new students from other or different region.</p> <p>c) Lack of proper sign word for some words.</p> <p>d) Low concentration spun the deaf pupil tend to get bored or lack concentration thus easily catch watching other things.</p> <p>e) Time is an issue because teaching and signing consumes much time in which the content to be taught is not fully covered.</p>	<p>Teaching English to the deaf the challenges are:</p> <p>a) Comprehending the English term or words is hard for the deaf pupil.</p> <p>b) Most English words are new to them. They know how to sign and use the word in stories but they cannot fingerspell or even write the word. e.g MUST they use it in communication but cannot write the word.</p> <p>c) Lack of reading materials makes English a foreign language to them.</p> <p>d) Mother tongue interference. some deaf children who can read lip Swahili or their mother tongue can't differiante with English.</p>
<p>Teacher 4</p> <p>DoB: 1987</p> <p>Instructs in: K.S.L, ENG</p> <p>Primary education: Baba Dogo Primary School</p>	<p>Certificate in Kenyan Sign Language</p>		<p>Challanges I face when teaching English to the Deaf include: language barrier. Some deaf do not understand English. So it is hard for the teacher to tell the learners how to sign the words. Other Challenge is that some English words do not have their Signs hence forcing the teacher to use an alternative Sign. It is difficult to the deaf to understand English because they are used to Kenyan Sign Language.</p>

<p>Secondary: Kariobangi South High School</p> <p>College: Kenya Sign Language Research Project (Buruburu Nairobi) [sic]</p>			
<p>Teacher 5</p> <p>DoB: 14.10.1979</p> <p>Instructs in: English, Maths, C.R.E., Science</p> <p>Primary Education: Chavakali Boy's High School, Vihiga County</p> <p>College: Laguna, Phillippines</p> <p>University: Africa Nazarene University</p>	<p>1) Bachelors degree</p> <p>2) Diploma in S.N.E.</p>	<p>Challenges faced in teaching Kenyan Sign language to the Deaf-Children.</p> <p>lack of teaching and learning resources. There are so limited available instructional materials that teachers can use in teaching sign language to the deaf children. Their is no guided curriculum available for use I teaching Kenya sign language. Every region in Kenya has varied signs that when I comes to teaching the deaf children their is always a challenge posed due to the</p> <p>The structure of forming sign language from written English, is very challenging, because sign language has No grammar of its own. It therefore leaves the teacher to try and come up with correct interpretation of words or sentences that his or her pupils can understand. Their is No Uniform or Similar approach that is approved and embraced by all education stakeholders as an acceptable standand approach in the teaching and learning of Kenya Sign language. Kenya Sign language is limited in Vocabulary and in most</p>	<p>Challenges faced on teaching English to the Deaf. Poor foundation at pre-school level—This can be as a result of lack of instructional materials or lack of technical knowhow on how to handle Kenya Sign language. All or majority of deaf childrens start school late and by the time they join Pre-school, they have No language at all. The child receives No Pre-lingual skills and therefore becomes the teachers burden to start from Zero in introducing this Child to a new environment, new social life away from home as most deaf schools are Bording in Nature, New everything.....it therefore takes a painstaking experience on the teacher to dully guide the learner in introduction to formal education using gestures, signs, facial expressions fine motor training, developing the skills in sign language is too demanding, time consuming and requires a lot of devotion and sacrifice on the side of the teacher. -Rigid curriculum was also to blame. Despite the deaf children being disable, they are forced to go through the rigid curriculum that is result Oriented</p>

		<p>cases retards proper acquisition of other languages therefore rendering it Impossible for the child to have a concrete linguistic base therefore retarding academic pursuits in deaf children. Due to lack of refference materials, No workshops or seminars on Kenya Sign language, the sign language teacher is ill equipped to handle the challenges Posed with the language therefore Painting a picture of Hopelessness among the teachers and Pupils too.</p>	<p>Competing with their hearing counterparts. -Negative attitude of the learners who perceive English to be a very hard subject The deaf Children are used to signing which in most cases differs largely with Exact signed or written English. As a result the deaf would preffer to think and write in Kenya sign language rather than ready themselves to learn Exact English. To them Exact English is boring, tidious and for the hearing People and for them Sign language belongs to them. -Poor vocabulary among the deaf Children. Most deaf Children are very Poor in English vocabulary. They may not be able to read very simple sentences or cannot construct Proper English sentences and therefore drag behind in advancing their learning of English as a subject. Most deaf Children would always read a story or an essay written in English is read and understood or interpreted in Kenya sign language therefore distorting the whole meaning of the story. -Most deaf children prefer making up their own story from a a passage or a story book by reading Only the words they understand and forming Opinions or false meaning from the read Passage. -Most deaf children lack Patience or skills of reading and understanding English hence developing a negative attitude towards English as a subject.</p>
Teacher 6	-Certificate in Ground water	<p>Challenges faced when teaching Kenyan Sign Language -Kenyan Sign Language is a language taught to the hearing Impaired persons.</p>	

<p>DoB: 06.05.1978</p> <p>Instructs in: Mathematic, English, Science, Social studies, KSL & C.R.E.</p> <p>Primary Education: Lang'ata Road P. Schl, Thimjope primary school</p> <p>Secondary Education: Taran'ganya high school for 1&2 Thimjope secondary school form 3&4</p> <p>College: Kenya Water Institute</p>	<p>technology</p> <p>-Certificate in Deaf Game Association (NYANZA)</p> <p>-Certificate in Sign Language (Interpreter)</p>	<p>-It is a language that acquire abroad approach on how interpret the words from the spoken english.</p> <p>-It also acquires alot of concentration involving facial expression, Body movement and using the actual signs to make this people to understand and get informed.</p> <p>-Teaching sign Language has got it own challenges when applying it to the deaf. some of this issue involve</p> <p>a. Introducing this language to people or student who for their first time are coming across this language, for one to inseminate and make this Hearing Impaired people to understand and know the meaning of this word take quite alot time.</p> <p>b. If you are teaching and yet you are not well equipped with the signs. It need one to do a thorough research for one to give out appropriate signs.</p> <p>c. In aclass not all the pupils and student have the same level of understanding <u>i.e.</u> We have fast learners and slow learners. It is quite achallenge to the slow learners because you need to take a humble time with this learners hence it may drug a teacher syllabus not to be finished on time.</p> <p>d. Kenyan Sign Language has got its own rules because the language <i>reverses</i> , it needs someone who is very keen in observing this rule e.g.</p> <p>-the use of capital letters</p> <p>-The use of and observing the (O.V.S) object verb and subject or Object Subject Verb (O.S.V)</p> <p>-It takes quite some time for one to get used to this and under tough practice.</p> <p>The omission of conjunction like is, are and the in sign language.</p> <ul style="list-style-type: none"> - we have signing exact English - Signed English - Sign Language <p>When you sign Exact English One need to sign every and each word, but when you do sign language, You need not to Sign all the word some conjunction and article such 'a' and 'an' are ommitted. Conjunction such as "this", "is", are 'and' "the" are all ommitted. It need a broad and open minded teacher to do this. If you are not it becomes agreat challenge once you step in class to teach.</p> <p>-The final challenge of teaching K.S.L is its diversity of it own. because there is no specific signs which can make learners to understand it so fast. Every and each person or school has its own language when it comes to signing (meaning no formular).</p> <p>-The last but not least hearing disability has one of the greatest challenge. Sign languages needs alot of concentration, body movement, one who does this end-up in aday very tired at to the hearing Impaired</p>
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		<p>themselves the tend to get and become tired too and the lack total concentration especially when subject is taught for a long hours. When it exceeds its limit the learners end the lesson with nothing got from the teacher.</p>
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CHAPTER THREE

DATA ANALYSIS

3.1. Introduction

As mentioned in section 1.9. above, one sculpture in sign language, four public awareness posters written in sign language and English, and a glossary of Parliamentary as well as global discourse written in sign language and English were the material translated by the Standard Eight pupils of Immanuel C. and their teachers (Appendix II - VII). All these documents were inscribed with the intended meaning in English but the inscriptions were deleted in order to allow for translation by the pupils and the teachers. This study will dwell in greater detail on the glossary, mainly because it covers various areas of interest; and also because the informants translated each terminology three times, for consistency and equivalence verification.

From a classroom where the pupils and the teachers sat, one document at a time would be distributed for translation. After everybody finished translating one document, the translation would be collected, wrapped with a rubber band and then another document would be distributed. The teachers were interpreting to the pupils and to the researcher.

When writing in “English KSL”, capital letters (upper case) are used throughout. In all the following tables, the fonts are mixed because these are exact copies of the responses as written by the informants.

The following tables display the message texts with the original English language inscription of the intended meaning, as well as the translations by the pupils and the teachers. Some translations have attempted both KSL English and Standard English.

This sign // means full stop (period); and this sign / means comma.

As mentioned earlier, the analysis will look for:

- iv. Closest natural equivalent;
- v. Basic communication based on the unity of human beings;
- vi. The first level of meaning.

3.2. Life Is Beautiful, Be Happy and Love Each Other! Sculpture in Sign Language (Appendix II)

This sign language relief sculpture on a stone wall was retrieved from the Internet. It is sculptured by an artist, Zuzana Cížková, near a school for the hearing impaired at a bus stop on a street in Prague-Smichov, one of the districts of Prague. Prague is the capital city of the Czech Republic. Although the official language of the republic is Czech which is spoken by approximately 96% of the population, some people, especially the elderly, speak German and Russian. In addition, English is also spoken in major cities and towns. The Czech and English versions of “Life is beautiful, be happy and love each other!” are provided on the Internet. There is no indication as to which country’s sign language is used.

There are three premises on this sculpture:

- i. Life is beautiful
- ii. Be happy
- iii. Love each other.

From the following Table 3.1., the study notes that only one pupil mentioned LIFE but in a non-understandable sentence; neither the pupils nor the teachers mentioned HAPPY; and one pupil and four teachers mention LOVE. This mention of LOVE is out of context for the teachers. However, a pupil indicates LOVE IMPORTANT and a teacher indicates SMART IF LOVE, LOVE IF SMART. The sign language sculpture has neither been understood by the pupils nor by the teachers.

Table 3.1. Life Is Beautiful, Be Happy and Love Each Other! Sign Language Sculpture

Intended meaning in English (deleted)	Translation from Sign Language to English by pupils and teachers							
	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Life is beautiful, be happy and love each other!	IMPORTANT IF LOVE	WHEN TREE MANY LIGHT WILDLIFE PEOPLE LIFE ANIMALS YOU SHOW ENTER ----- SMART IF LOVE ----- MENT WENT SHOW WALL SPELL MANY	FREEM INTERPRETATION IN2STEP COMMON ----- What is the figure land it STOP ----- WHAT THESE THAT SEE PERSON FIGURE HAND	LONG INSTR... ... FOREVE COMMON ----- The Long instr... to COMMON to the FOREVE	FREE INTERPRETER I LOVE YOU	SMART IF LOVE LOVE IF SMART	FREE INTERPRET LOVE	FREE INTERPRET LOVE

3.3. HIV Can Infect and Affect All of Us—Try Love and Care (Appendix III)

The poster reads: HIV can infect and affect all of us. Try love and care; it is our responsibility. Respect and protect yourself. Don't accept to share toothbrushes, razors or anything that can pierce your body.

This poster on HIV can infect and affect all of us has ten premises:

- i. HIV;
- ii. HIV can infect all of us;
- iii. HIV can affect all of us;
- iv. Try love and care;
- v. It is our responsibility;
- vi. Respect yourself;
- vii. Protect yourself;
- viii. Don't accept to share toothbrushes;
- ix. Don't accept to share razors;
- x. Don't accept to share anything that can pierce your body.

As demonstrated by Table 3.2., the translations capture HIV and infection but point out infection to people around, in the third person, not in the first person. There are few mentions of love, responsibility, respect, protect, share and toothbrush. On the other hand, even where the concept is understood, e.g. Teacher 4, "To protect your people, you should not share Toothbrush, Needle for piercing the ear", no statement is in the first person: it is all about third persons, not first persons. This means that without the English inscriptions with the intended meaning, the poster would not be understood by a KSL user and with the inscription it would only be understood by KSL users who speak English.

Table 3.2. HIV Can Infect and Affect All of Us—Try Love and Care

Intended meaning in English	Translation from Sign Language to English by the pupils and the teachers of Immanuel C.							
	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Teacher 1	Teacher 2	Teacher 3	Teacher 4
HIV CAN INFECT AND AFFECT ALL OF US	<p>HIV POSSIBLE INFECTION BODY ABOUT/</p> <p>There are you have HIV and infection.</p>	<p>HIV POSSIBLE INFECTION CHEST ABOUT</p> <p>The possible you aids people infection show know how about shall following i very beautiful</p>	<p>HIV POSSIBLE EARLY HOW ABOUT</p> <p>Move that you early HIV possible HOW KNOW</p> <p>HIV HAS EARLY HOW ABOUT</p>	<p>HIV POSSIBLE EARLY INFECT</p> <p>We must avoid HIV Area</p> <p>HIV POSSIBLE EARLY SPREST Area</p>	<p>HIV// POSSIBLE// INFECTION// SPREAD AROUND</p> <p>HIV can infect person.</p> <p>HIV PERSON INFECT POSSIBLE//</p>	<p>+1 HIV CAN INFECT BODY AREA</p> <p>HIV can infect body area.</p> <p>HIV BODY AREA INFECT CAN//</p>	<p>H.I.V POSSIBLE INFECT PEOPLE ROUND</p> <p>HIV can infect people around.</p> <p>HIV POSSIBLE INFECT PEOPLE ROUND//</p>	<p>H IV POSSIBLE INFECT PEOPLE AROUND</p> <p>Everybody around can get H.I.V infection</p>
TRY LOVE AND CARE: IT'S OUR RESPONSIBILITY	<p>CLEAN PROECTIVE</p> <p>REMAIN MARRY</p>	<p>TRY LOVE INFECTION</p> <p>CLEAN LOVE INFECTION ABOUT</p>	<p>TRY LOVE PART</p> <p>REOPINION AROUND</p> <p>NEW FRIEND PAY GONO.</p> <p>HAVE EARLY YOU SEE ask NOTHING</p> <p>WHAT THESE IT</p>	<p>Try to aviod HIV</p> <p>Part for all sex spreum</p>	<p>TRY LOVE CLEAN RESPONSIBILITY EVIRONMENT</p> <p>Try to clean the responsibility environment</p>	<p>TRY LOVE LIFE</p> <p>RESPONSIBILITY</p> <p>Try love life responsibility around.</p> <p>RESPONSIBILITY NEW LOVE TRY ROUND//</p>	<p>NEW FRIEND STORY</p> <p>TOGETHER AROUND</p> <p>You can stay together with your new friend around.</p>	<p>NEW FRIEND STORY</p> <p>TOGETHER AROUND</p> <p>You can stay around with your friend together.</p>

			BEST IN TRY THEY LOVE//					
RESPECT AND PROTECT YOURSELF	CONDOM SEXUEL PROECTIVE YOU	MY PROPER AIRPHONE		Repect with protect your life	WITH PROTECT YOU WHY WITH PROTECT YOUR PEOPLE	WHY WITH PROTECT YOUR PEOPLE WHY BRUSH	WHY WITH PROTECT YOUR PEOPLE	WHY WITH PROTECT YOUR PEOPLE
DON'T ACCEPT TO SHARE TOOTHBRUSHES, RAZORS OR ANYHING THAT CAN PIERCE YOUR BODY	ACCpT TRUE TELL SKIN PENIS.		PIERCE WITH PROTECT YOU OFF PART SEX HIV HEAR NOT HER	Try MUST AVOID HIV PROTECT LIFE YOUR//	SHARE BRUSH PIERCE EAR NOHING We should protect our people by not sharing toothbrush, piercing the ear with the same needle.	Why should you protect your people from sharing tooth brush, ear piercing machine and earrings PEOPLE POTEK WHY FROM SHARING TOOTHBRUSH/EARING//	SHARE TOOTH BRUSH NEEDLE PIERCE NOTHING Why should you protect your people from sharing toothbrush, needle and piercing tools?	SHARE TOOTHBRUSH PIERCING EAR NOTHING To protect your people, you should not share Toothbrush, Needle for piercing the ear.
Writer's PS: Notes added by the pupils apparently to communicate their difficulties.	I have a learn and teach a write sign you people all. I was would to learn about is a teach. This nurse they you.	Tell Many about Spell						

3.4. Remain Safe, Abstain (Appendix IV)

This poster reads Remain safe, abstain. HIV can infect and affect all of us. AIDS can infect and affect anyone. Always remain safe. Remain safe, abstain.

This poster dwells on the following:

- i. Remain safe;
- ii. Abstain;
- iii. HIV can infect all of us;
- iv. HIV can affect all of us;
- v. AIDS can infect anyone;
- vi. AIDS can affect anyone;
- vii. Always remain safe;
- viii. Remain safe;
- ix. Abstain.

Below in Table 3.3, equivalence is found in the fact that the pupils as well as the teachers have captured that one has to avoid (albeit the spelling), or protect or stay away. However, none seems to have captured that HIV can infect and affect all of us; much less that AIDS can infect and affect anyone. Nonetheless, the message is conveyed by the equivalence of avoiding. Without the English inscription of the intended meaning, this poster would be understood by KSL users because they would avoid, but it is not clear what they would avoid nor whether they would know the repercussions thereof.

Table 3.3. Remain Safe, Abstain

Intended meaning in English (deleted)	Translation from Sign Language to English by pupils and teachers							
	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Teacher 1	Teacher 2	Teacher 3	Teacher 4
REMAIN SAFE, ABSTAIN	AOVID PROECTIVE AOVID I have a aovid this you aovid	Protected PROTECTED	STAY PROTECT – AVOID the time it Hiv mus you MOUT PROTECT STAY AVOID	STAY PROCTER AVOID We must stay and protection our self from HIV	AVIOD// PREVENT// ABSTAIN We must protect ourselves OURSELVES PROTECT MUST//	Stay protected PROTECT STAY	STAY PROTECT LEAVE Stay protected leave	STAY PROTECT AWAY Stay away, be protected
AIDS CAN INFECT AND AFFECT ANYONE	HIV/AIDS SKIN BODY THIS I was have a HIV Infection by body these.	UNDER TIME THERE ABOUT Body Grea protectest AREM BODY PROTECTEAT	HIV EARLY HUMAN GROUND Hiv EARLY HUMAN, GROUND	HIV EARLY HUMAN GROUND HIV can infect boby area	CONDOM AIDS pread is there around SPREAD AIDS AROUND THERE	Hallo infect body area. HALLO BODY AREA INFECT	AIDS INFECT PEOPLE ROUND AIDS INFECTS PEOPLE AROUND//	AIDS AFFECT PEOPLE AROUND Aids can affect people living Around
ALWAYS REMAIN SAFE	AOVID PROECTIVE AOVID What is the Aovid and proection the aovid.	ARRIVED PROCTED AOVID	STAY PROTECT AVOID STAY PROTER AVOID	STAY PROCTER AVOID//	PREVENT ABSTIN how personal protect ABstin	Stay protected PROTECT STAY	STAY PROTECT AWAY Stay protected leave	STAY POTECT AWAY Be protected, stay away.

3.5. How to Use a Male Condom (Appendix V)

This poster is divided into four sections. Each section is written in graphic KSL; below each graphic there is an English translation of the graphic; and at the far right end there is an illustration as well as the Standard English translation of the whole message on how to use a male condom.

1. How to Use a Male Condom: CONDOM USE HOW

KSL English: Must Check Condom Expiry Date When Before use Tear Rough Part Why Carefully Destroy Condom Not

Standard English: Open carefully... How to use... Check the expiry date and be sure the package is in good condition. Open at one corner, being careful not to tear the condom... sharp fingernails or rough handling can damage the latex.

2.

KSL English: Squeeze Condom Front Space Air Out Penis Erect Unroll Carefully Front Space Leave Empty Why Help Condom Break Nothing

Standard English: Squeeze the tip. Squeeze the tip of the condom to get rid of [sic] air bubbles as you unroll it onto the erect [sic] penis. Leaving the tip empty helps reduce the chance of breakage and allows room for the ejaculation fluid (Cum) [sic]

3.

KSL English: Sex Finish Condom Out Penis Erect Use Toilet Paper Hold Condom Carefully Prevent Sperm Spill

Standard English: Hold base... withdraw erect. After Sex, withdraw while the penis is still erect using a tissue paper. Hold onto the base of the condom to prevent contents from spilling [sic].

4.

KSL English: Wrap Condom With Toilet Paper Throw It In Dustbin Toilet Flush Not

Standard English: Dispose the condom properly i.e ([sic] wrap it in a tissue and throw it in a bin. It's not good to flush condoms down the toilet – they're bad for the environment [sic]

In Table 3.4 below, the Standard English translation will be written on the line following the KSL translation.

On the responses, this dotted line ----- indicates that the question was not answered by the informant. In addition, there are words written in italics in the table because they were difficult to decipher from the questionnaire.

From the table, the study notes that all informants, except one, were able to capture the equivalence on 'condom use how'; the exception used where instead of how. Apart from this sentence which is wholly understood, the rest are partially understood such as checking the validity date, removing from the sachet and disposal. Without the English and KSL inscriptions with the intended meaning, this poster would not be understood by KSL users; with the English and KSL inscriptions, it would not be understood by a KSL user who does not speak English.

Table 3.4. How to Use a Male Condom

Intended meaning in KSL English and also in Standard English which was deleted to allow for translation	Translation from Sign Language to English by pupils and teachers							
	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Teacher 1	Teacher 2	Teacher 3	Teacher 4
CONDOM USE HOW	CONDOM USE HOW	CONDOM USE HOW	CONDOM USE HOW	CONDOM USE HOW	CONDOM USE WHERE ?	CONDOM USE HOW	CONDOM USE HOW	CONDOM USE HOW
How to Use a Male Condom								
1. Must Check Condom Expiry Date When Before use Tear Rough Part Why Carefully Destroy Condom Not	MUST SAVE CONDOM BRAVE FOR INJE NEAR USE WAR CONDOM PAD	MUST OPEN CONDOM BRAVE UNDERSTAND TIME NEAR USE WAR CONDOM PAK	JUST SAVE CONDOM BRAVE YESTERDAY TIME NEAR USE WEAR ROUGH SHARE	Must expand condom brave think time near use open tear over smooth Why Fear brake/burst condom not ----- -	MUST SEARCH CONDOM ENOUGH EAR HOUR NEAR USE TEAR CATCH FLAT WHY BELOW HOLD CONDOM NOT CONDOM CAREFUL REMOVE OUT SATCHET	MUST SEARCH CONDOM HATE THINK TIME NEAR USE TEAR CATCH SHARE WHY SPREAD BREAK CONDOM NOT CONDOM USE HOW FIRST OPEN CAREFULLY	MUST CHECK CONDOM BRAVE OK AFFECT BEFORE USE PICK GET PACK WHY ----- CONDOM NOT Check the condom pack before using the condom	MUST SEARCH CONDOM ENOUGH UNDERSTAND TOUCH BEFORE USE PICK GET PAPER WHY WHERE ACCIDENT CONDOM NOT How to use a condom, one must search for the right condom Before use, pick and tear it at the edge, why because at the edge no accident can happen

<p>2. Squeeze Condom Front Space Air Out Penis Erect Unroll Carefully Front Space Leave Empty Why Help Condom Break Nothing</p> <p>Squeeze the tip.</p> <p>Squeeze the tip of the condom to get rid if [sic] air bubbles as you unroll it onto the erect [sic] penis. Leaving the tip empty helps reduce the chance of breakage and allows room for the ejaculation fluid (Cum) [sic]</p>	<p>SPEARM CONDOM NEAR ABOUT OUT BULL PENIS CONDOM IMPORTION NEAR ABOT FAST WHY HELP CONDOM BROK NOTHING</p>	<p>VAGINA CONDOM NEAR ABOUT SHOCK BUILT PENIS SPINUST IMPORTANT NEAR BUILT FORGIVE WHY HELP CONDOM BROKE NOTHING</p>	<p>CARE CONDOM NEAR AREA WASTE BUILT SPUNISH -- ----- WONDIOY NEAR GROUND FORGIVE WHY HELP CONDOM BROKEN NOTHING</p>	<p>Insert condom near around Breath Chest Block Catch catch Abstain near above slide Why Office condom Brake Elastic Expand</p>	<p>GREETING CONDOM NEAR AREA SHOCK AFTER SOUTH ADVICE CAREFUL BEFORE AREA SMOOTH WHY COFFEE CONDOM HOLD NOTHING</p>	<p>INSERT CONDOM NEAR AREA THANK HAVE ERECT INSERT IMPORTANT NEAR AROUND SMOOTH WHY - ----- CONDOM BREAK TEAR</p>	<p>INSERT CONDOM BEFORE SURFACE WANT WRAP PENIS WEAR IMPORTANT BEFORE SURFACE CLEAN WHY WEAR CONDOM ACCIDENT POSSIBLE</p>	<p>----- CONDOM NEAR AREA BODY WRAP PENIS WEAR IMPORTANT NEAR AREA QUICKLY WHY HELP CONDOM ACCIDENT NOTHING</p>
<p>3. Sex Finish Condom Out Penis Erect Use Toilet Paper Hold Condom Carefully Prevent Sperm Spill</p>	<p>PENIS WITH YOU CONDOM// SEX FINISH CONDOM BULL PENIS</p>	<p>WITH YOU SEXUAL PENISH SEX FINIST CONDOM BULL PENIZ</p>	<p>WITH YOU SEXUP:- SEXUAL KILL CONDOM BULL SPUNISH USE TOILET</p>	<p>SEX Mature condom Block Build catch</p>	<p>ERECT PENIS PUT ALL COVER SEX DRY CONDOM BUILT CATCH USE HOUSE WANT INSERT</p>	<p>CONDOM WEAR YOU WEAR CONDOM CAREFULLY TO AVOID TEARING IT</p>	<p>Penis is erected insert the condom SEX FINISH CONDOM WRAP ERECTED</p>	<p>After using the condom wrap the penis in your hand and it is important to wrap it well so that no accident happens. SEX FINISH</p>

<p>Hold base... withdraw erect.</p> <p>After Sex, withdraw while the penis is still erect using a tissue paper. Hold onto the base of the condom to prevent contents from spilling [sic]</p>	<p>USE TOILET LOST SEX CONDOM HOW SAFE MANY PEOPLE</p> <p>WITH YOU SEX CONDOM PENIS & VAGINA THROUGH</p>	<p>USE TOILET LOST SEX CONDOM HOW PRECTOR COPY PEOPLE</p> <p>VAGINA THROUGH HELP CONDOM</p>	<p>LOSE PENIS CONDOM</p> <p>HOW PRECTOR COPY SHOW</p> <p>VAGINA WITH SPINUSH YOU CONDOM</p>	<p>Use House Toilet Want Enter condom Spread Protect Spread treble Fear</p> <p>----- -</p>	<p>CONDOM CAREFUL PROTECT SLOW FEAR</p> <p>VAGINA INSERT IN SLOWLY</p>	<p>SEX FINISH CONDOM WRAP ERECT</p> <p>OVER TOILET WANT REMOVE CONDOM</p> <p>SPREAD LOVE SMOOTH SPREAD</p> <p>IT IS NOW WELL WORN</p>	<p>USE TOILET THROW REMOVE CONDOM</p> <p>WHERE PROTECT THROW CLEAR</p> <p>Remove condom when the penis is erected.</p>	<p>CONDOM WRAP PENIS</p> <p>USE TOILET WANT REMOVE CONDOM</p> <p>WHERE PROTECT THROW CLEAR</p>
<p>4. Wrap Condom With Toilet Paper Throw It In Dustbin Toilet Flush Not</p>	<p>THROW CONDOM WITH TOILET LOST HOW IF</p> <p>IN OUT TOILET NOTHING NOT</p> <p>SEX WITH YOU SPERM THROUGH VAGINA</p>	<p>THROW CONDOM WITH TOILET LOSE</p> <p>SUN</p> <p>IRON IN GROW TOILET ZERO NOT</p> <p>ABOUT SEXUAL HELP HOW THROUGH PENISH</p>	<p>THROUGH CONDOM WITH TOILET LOSE</p> <p>SUNSHINE</p> <p>IRON IN HOLDSHE TOILET NOTHING NOT</p> <p>HELP CONDOM GROUND YOU SEXUAL</p>	<p>.....</p> <p>through Condom together House want Throw</p> <p>Push Flush Hit In drop Toilet House drop Not</p>	<p>AFTER CONDOM FOLD TOILET WANT THROW</p> <p>IT IN FLASH TOILET DROP NOT</p> <p>-----</p>	<p>NEIGHBOUR CONDOM TOGETHER TOILET WANT THROW</p> <p>IT IN FLASH TOILET THROW NOT</p> <p>AFTER USE WRAP IT WELL AND THROW IN A LATRIN</p>	<p>-----</p> <p>CONDOM WITH TOILET WANT THROW</p> <p>IT IN FLASH TOILET THROW NOT</p> <p>When done throw the condom in a latrine not toilet</p>	<p>After finishing wrap the condom do not throw it in an open place AFTER CONDOM WITH SEX WRAP THROW IT IN DUSTBIN TOILET THROW NOT</p> <p>After using the condom do not throw it in the toilet throw it in the dustbin</p>

3.6. Know Your HIV Status (Appendix VI)

The translation for this section involved the cover page of the booklet from LVCT Health, entitled *Signs for Sexuality and Reproductive Health Manual*. Below a sentence *Know your HIV status!* is a photograph of six people who are signing the same sentence with their fingers and hands. The inscriptions in English were deleted and photocopies taken of this cover page. The photograph without inscription was handed to the pupils and the teachers. On the blackboard was written: *What are these people telling us?* The pupils and the teachers were requested to translate that question into KSL English and, looking at the photograph, to answer the question in KSL and in Standard English. Most of the responses indicate understanding that there is a question or a statement regarding HIV. Again as happened in earlier responses, most of the responses refer to the third person, not the second nor the first. Table 3.5. below provides the various answers, which indicate that although the message is understood by some, even those who have understood give more than one meaning to each phrase.

Table 3.5. Know Your HIV Status

Intended meaning in English (deleted)	Translation from Sign Language to English by pupils and teachers							
	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Know your HIV status!	<p>Q (What are these people telling us?)</p> <p>-Know your how HIV codition</p> <p>-PEOPLE WHAT HIV HAVE CODITION//</p> <p>-CODITION KNOW YOUR HIV</p>	<p>(What are these people telling us?)</p> <p>THESE PEOPLE TELL WHAT)</p> <p>-Know are your hallo many</p> <p>-mANY YOUR HALLO</p> <p>-KNOW YOUR HIV gave people</p> <p>-PEOPL YOUR AID HIV</p>	<p>Q (what are these people telling is use (<i>sic</i>))</p> <p>A Std E: what is the mean of HIV//</p> <p>A KSL: MEAN HAVE HIV//</p>	<p>Q (What are these people telling us)</p> <p>-KNOW YOUR HIV STATUS//</p> <p>-WHAT IS THE MEAN OF HIV</p> <p>-MEAN HUMAN HAVE HIV POSITIVE//</p>	<p>Q (What are these people telling us?)</p> <p>PEOPLE THESE TELL US WHAT [<i>with a KSL question mark over WHAT (writer's note)</i>]</p> <p>- Know you're the H.I.V status</p> <p>-H.I.V STATUS YOUR KNOW FINISH//</p>	<p>Q (What are these people telling us?)</p> <p>PEOPLE THESE US TELL WHAT [<i>with a KSL question mark over WHAT (writer's note)</i>]</p> <p>-KNOW YOUR HIV Status</p> <p>-H.I.V STATUS YOUR KNOW//</p>	<p>Q (What are these people telling us?)</p> <p>POPLE THESE TELL US WHAT?)</p> <p>-Know your H.I.V status</p> <p>- H.I.V STATUS YOUR KNOW FINISG//</p>	<p>Q (What are these people telling us?)</p> <p>PEOPLE THESE TELL US WHAT [<i>with a KSL question mark over WHAT (writer's note)</i>]</p> <p>-Know your HIV status</p> <p>-HIV STATUS YOUR KNOW MUST//</p>

3.7. A Glossary of Terminology for Parliamentary and Global Discourse

As mentioned in section 1.6, this glossary was intended for another research study on KSL interpreting of the proceedings of the Kenya National Assembly. The terminology was translated and drawn in KSL graphics. The English glossary was used for that research paper, but the KSL graphics were not, thus they have been translated for this research study by the pupils and teachers of Emmanuel C. The study is cognizant of the fact that the language is highly technical and specialized; and is not ordinarily in the vocabulary of Standard Eight pupils.

For the translations, the English transcripts next to each KSL sign were deleted. The document with only KSL language was distributed among the pupils and the teachers for translation into English. The terminology was repeated three times in order for the study to double-check on equivalence and consistency in translating. The pupils and the teachers translated the whole document, which was collected as soon as they finished translating it. The study was forced to obtain the answers in one sitting due to the limitations caused by travel. The answers are reproduced as they appear on the translations by the pupils and teachers of Immanuel C. Table 3.5. provides the translations and is followed by Table 3.6. which compiles the answers in sets of three per respondent, allowing the study to compare equivalence and consistency.

3.7.1 Schedule of Translations of Parliamentary and Global Terminology per Informant

Adjourn sine die has been translated as *next, promote, proceed, move, before, improve.*

A Food Secure Country has been translated as *bread protective job, think protective joy, best protect job, protect job, thank protect job, I wish prevent job, wish catch job, eat protect job, more protect job.*

A Globally Competitive and Prosperous Kenya has been translated to mean one of the following by Pupil 1: *class chart with successful annonce, class chart together think annonce, class chart with think annnoce*; by Pupil 2: *class chart prap succful ago; class chart togothor succful ago; class chart allow succful anncout*; by Pupil 3: *communtion airport with succisess, commueth spell with sheum politics, communion airport with succisecc annours*; by Pupil 4: *commenty answer with success along//, commaty answer with kouck kenyatt, community aswer with for kenyatta//*; by Teacher 1 : *world compete with satan kenya, world compete with satan kenya, world compete with satan kenya*; by

Teacher 2: *community can with success politics, community push with success politics, community pull with success politics*; by Teacher 3: *world compete with success politics, world compete with success politics, world compete with success politics*; by Teacher 4: *class avoid together success, world compete with success politics /world competes with success politics, world compete with success politics*.

Bill has been translated to mean *lawyer or law or understand*.

Caucus received the following translations: from Pupil 1: *cent-terice bank, cenfterice, compouny equity*; from Pupil 2: *card, commcution, communion*; from Pupil 3: *meet//, commianution, communion*; from Pupil 4: *meet commit, common group, common gropp*; from Teacher 1: *group meeting, group meeting, group meeting*; from Teacher 2: *group, equal group, equal group*; from Teacher 3: *community level, community level, community level*; from Teacher 4: *equal group, equal group, equal group*.

Climate Change: Pupil 1: *meet grief base, wind grief area, wind grief area*; by the Pupil 2: *winder change about, wind grief round, wind grief round*; by the Pupil 3: *miss chang about//, miss change ground//, wind change about*; by the Pupil 4: *miss chang// ground//, miss change ground//, miss change area*; by the Teacher 1: *hope change environment, hope chance environment, hope change environment*; by the Teacher 2: *hope change area, hope change area, move change area*; by the Teacher 3: *expect change around, expect change environment, expect change environment*; by the Teacher 4: *hide change area, move change area, change area*.

Constituency was translated as follows: by Pupil 1: *commuication, composition, collect*; by Pupil 2: *collect, collection, collet*; by Pupil 3: *communtion about//, (collect, collect*; by Pupil 4: *common, colect, collect*; by Teacher 1: *our//, round us, our*; by Teacher 2: *collect, collect, collect*; by Teacher 3: *collect, collect, collect*; by Teacher 4: *collect collect, collect collect, collect collect*.

County received the following translations: Pupil 1: *about, round, base*; Pupil 2: *ronud, round, about*; Pupil 3: *about//, area, area*; Pupil 4: *ground//, ground//, ground*; Teacher

1: *environment, environment, environment*; Teacher 2: *environment , area, area*; Teacher 3: *area, area, environment*; Teacher 4: *area, area, area*.

Decentralization of decision-making was translated as follows by Pupil 1: *again of deicide work, again of decide work, again of decide work*; Pupil 2: *movet of ch work, again of decide work, move of decide work*; Pupil 3: *put of decide do// , move of decide achive, put of decide do*; Pupil 4: *put of decide turn//, put of decide work//, agin of decide work//*; Teacher 1: *removal of// decision making, removal of decision making, removal of decision making*; Teacher 2: *put of decide catch, put of decision catch, move of decide catch*; Teacher 3: *involve of decision making, remove of decision making, removal of decision making*; Teacher 4: *expensive of decide work, remove of decide make/removal of decision making, remove of decision make*.

Devolved government: Pupil 1: *burry minister proective, burry minister , minister proective, minister proective* ; Pupil 2: *suffect nairobi love nairobi, suffer nairobi love nairobi, move nairobi love nairobi*; Pupil 3: *put ministor // dear ministor//; following ministor dear ministor , following for dear ministor*; Pupil 4: *put minister// change minister, put minester// chang minester//, put miniester// change miniester//*; Teacher 1: *follow alone dear, put president dear, put ministry dear ministry*; Teacher 2: *move one dear one, move ministry dear ones, movement one dear one*; Teacher 3: *follow alone dear one, move alone dear one, move alone dear one*; Teacher 4: *back nairobi dear one, movement where dear ones, movement only dear ones*;

Dissolution translations: Pupil 1: *effect, effect, effect*; Pupil 2: *effect, class, effect*; Pupil 3: *give//, give, give*; Pupil 4: *give, so carry, give//*; Teacher 1: *give, give, give*; Teacher 2: *book, serve, serve*; Teacher 3: *encourage, encourage, encourage*; Teacher 4: *book, place, solution*.

Election was translated as *vote* by all; and by one pupil as *possible* on two occasions after first translating election as *vote*.

Environment was translated as *base, around, round, ground, about, area, environment*.

Environment for the future we want was translated as follows: Pupil 1: *for the next about want, for the next this want, the the next this want*; Pupil 2: *for the next this need, for the next this need, for the next this need*; Pupil 3: *for the next ground want, for the next round want, for the next about thanks*; Pupil 4: *for ago next we been//, for kenyatt next we need, for kenyatta next this beed//*; Teacher 1: *for the next we thank, for the next we thank, for the next we thank*; Teacher 2: *for the near now want, for the near now why, for the near now why*; Teacher 3: *your test near me want, you're the next area want, for the next ----- want*; Teacher 4: *for the movement we want, for the movement around want, for the move around we want*;

First medium term plan: Pupil 1: *once card temurdied arrage, once cenfterice team arrage/plain, once company team plan*; Pupil 2: *onoly commuiction team train , once group term train, nairobi group term train*; Pupil 3: *only card test tain, the rioe ground testement tain/, only card test patti//*; Pupil 4: *only card testony pane//, only grup test thin//, only group testament pane//*; Teacher 1: *first group show prepare//, first group show prepare, first group show prepare*; Teacher 2 : *one compete testify organise , the combine team plan, the group rule plan*; Teacher 3: *alone group testimony plan, alone group test prepare, alone group test prepare*; Teacher 4 : *alone group title prepare, first group tempt prepare/the first group tempted preparation, alone without true preparation*;

Gangster was translated as *past, should, was, ago, back, robber, yesterday, rob, hate*.

Global warming: Pupil 1: *class past, class finish, class answer*; Pupil 2: *class eat, class thank, class thank*; Pupil 3: *commaty bant, commuution tant, community thanks//*; Pupil 4: *commiony best//, commitiony home ago//, commitoin finish//*; Teacher 1: *world answer, world answer, world answer*; Teacher 2: *community there, community nothing, community nothing*; Teacher 3: *world preach, world preach, world preach*; Teacher 4: *class nothing, world nothing, class nothing*;

Intergovernmental Fiscal Relations: Pupil 1: *soup relation, soup relation, soup relation*; Pupil 2: *kneel recution, kneel relation, kneel recotion*; Pupil 3: *before ronrenton, arrived number//, agin number ;* Pupil 4: *ar arrive relation, rived regiour//, arrive relation//*; Teacher 1: *pay relative//, pay relative, pay relative*; Teacher 2: *before relation, before*

relation, before relationship; Teacher 3: learn relationship, learn relationship, learn relationship; Teacher 4: it relative/relationship, it relationship, the relationship.

Leader of Government: Pupil 1: *skill of minister, skill of minister, skill of minister;* Pupil 2: *leader of nairobi,, leader of nairobi, leader of nairobi;* Pupil 3: *lead of ministior//, lead of for, lead of ministory;* Pupil 4 : *lead of minister//, lead of minister//, lead of miniester;* Teacher 1: *leader of only, lea leader of minister;der of minister, leader of ministry;* Teacher 2: *leader of ministry, skill of where, county of nairobi;* Teacher 3: *leader of ministry, leader of ministry;* Teacher 4: *skill of ministry, county of nairobi, skill of.*

Leader of Official Opposition translation by Pupil 1: *skill of off opposition, skill of off opposition, skill of off opposition;* Pupil 2: *leader of smart nothing parction, leader of fasctie succuful , leader of smart practor;* Pupil 3: *lead of free opposition//, lead of nothing opposition, lead of free opposition;* Pupil 4: *lead of free oppiton, lead of free enmies//, lead of free enmies;* Teacher 1: *leader of official enemy, leader of official enemy, leader of official enemy;* Teacher 2: *leader of official oposition, skill of important opposite, skill of official opposition;* Teacher 3: *leader of official opposition, leader of official opposition, leader of official opposition;* Teacher 4: *skill of official opposite, skill of official enemy, skill of official enemy.*

Livelihood Opportunities for People With Disabilities was translated as : Pupil 1 : *seif way for people together magagement, let way for people together , let way for people togothor magagement;* Pupil 2: *me last allow for chrest together move, live allow for chest togothor move, list allow for chest togothor move;* Pupil 3: *life// way// for// people// with// vote//, life way/way for people with vote, life way for happy togethe vote;* Pupil 4: *life way/way for people with inablety, life way/way for people with disable//, life way/way for people with disable//;* Teacher 1: *let prepare for people with disability, let prepare for people with disability, let prepare for people with disability;* Teacher 2: *life prepare for people with disability, life prepare for people with disability, live plan for people with disability;* Teacher 3: *life prepare for people with disability, life prepare your people with disability, life prepare your people with disability;* Teacher 4: *life prepare for people with disability, life prepare for people with disability; life prepare your people with disability.*

Mace has been translated as *Wonder* by Pupil 1; *wonder* and *poisble* by Pupil 2; *Load* by Pupil 3; *laid* by Pupil 4; *wonder listen* and *announce* by Teacher 1; *army* by Teacher 2 and Teacher 3; and *army* or *wonder* by Teacher 4.

Millennium Development Goals was translated as *win come object* by Pupil 1; *winn one obejcti* by Pupil 2, *only next come objective* and *only come objection* by Pupil 3; *one thousand come for to//going*, *one thousand come intention go*, *one thousand go come intention//* by Pupil 4; *cannot about objective* and *cannot continue objective* by Teacher 1; *one cannot continue aim* and *one cannot continue aiming* by Teacher 2; *cannot continue aim* by Teachers 3 and 4.

Notice of Motion translated as *chart of follow* and *chart of movement* by Pupil 1; *well of move* and *following of meant* by Pupil 2; *chart of following*, *following of walk*, *notice of following* by Pupil 3; *chart of flowing*, *chart of folowing* by Pupil 4; *notice of move*, *notice of vote* by Teacher 1; *poster of follow*, *poster of movement*, *poster of stand* by Teacher 2; *poster of follow*, *notice of follow*, *notice of movement* by Teacher 3; *poster of follow*, *poster of movement* by Teacher 4.

Parliamentary was translated as *Away* by Pupil 1; *above* and *always* by Pupil 2; *above* by Pupils 3 and 4 and by Teachers 1, 2, 3 and 4.

Parliament Law has been translated as *away lawyer* by Pupil 1; *always lawyer*, *away lawyer*, *eventer lawyer* by Pupil 2; *above law* by Pupil 3; *above law* and *above lawyer* by Pupil 4; *above law* by Teachers 1, 2 and 3; *above understand* or *above law* by Teacher 4.

Parliament Rule translated as *away rule* by Pupil 1; *always restun*, *away rule*, *always rule* by Pupil 2; *above role* by Pupil 3 and Pupil 4; *above rule/s* by Teachers 1, 2 and 3; *above show* and *above rule* by Teacher 4.

Parliament Standing Order was translated as *evening stand train* and *away stand train* by Pupil 1; *always stand train* by Pupil 2; *above stand//order*, *above stand pattle* by Pupil 3; *above stand thin*, *above stand pane* by Pupil 4; *above stand prepare* by Teacher 1 and Teacher 4; *above stand plan*, *above stand organize* by Teacher 2; *above stand prepare*, *above stand plan* by Teacher 3; and *Above stand prepare* by Teacher 4.

Peace is translated as *peace* by Pupil 1 and 4 as well as by Teachers 1, 2, 3, and 4. Pupil 2 translates peace as *heath*, and Pupil 3 translates it as *close* or *place*.

Peace and Development has been translated as *peace with come* and *peace together come* by Pupil 1; *heath prayer winn* by Pupil 2; *peace with come, place togething rome, pieace together come* by Pupil 3; *peace with come* by Pupil 4; *peace with continue, peace with everybody* by Teacher 1; *peace with continue* by Teacher 2; *peace together continue* by Teacher 3 and Teacher 4.

Reform Agenda in Kenya has been translated as follows: *grief rule in anonce, grief Africa in annonce, grief area in annonce* by Pupil 1; *change apposite in ago* and *grief Africa in annonce* by Pupil 2; *chang testament in annourser, change test in annours, change adult in adious...* by Pupil 3; *change letter in Kenyatt//, change testament in Kenyatta//, change role in Kenyatta//* by Pupil 3; *change show in Kenya* by Teacher 1; *change rule in politics, change show in politics, change subject in politics* by Teacher 2; *change show in politics* by Teacher 3; *change show in the* and *change subject in the* by Teacher 4.

Role of Civic Education translated as *hope of country know, care of country know* by Pupil 1; *care of count education* by Pupil 2; *responsiblment of ocarneticer know// denpet of country know, penpet of court know* by Pupil 3; *depant of counry know//, dependence of country know* by Pupil 4; *responsible of county education, responsibility of county education* by Teacher 1; *responsibility of character know* by Teacher 2; *responsible of character know//, it is your responsibility to know the character of your relationship, dependency of character know, responsible of character know* by Teacher 3; *responsible of character know, it is our responsibility to know the character), responsible of character know, depend of character know* by Teacher 4.

Role of Public Communication translated as *hope of general communication* by Pupil 1; *care of general commotion, care of commuiction comnition* by Pupil 2; *responbilif of bordafy communtry, denpet of current commanuion, penpet of oppintus commaunition* by Pupil 3; *depament of export community, dependence of general communication//, dependence of general communication* by Pupil 4; *responsible of general communicate,*

responsibility of general communication by Teacher 1; *responsibility of broad communication* by Teacher 2; *responsible of open communication* by Teacher 3; *responsible of open communication, be responsible for open communication, depends of open communication, depend of open communication* by Teacher 4.

Security has been translated as *security* by Pupils 1 and 2; as *past* by Pupil 3, as *security, secanty, secantily* by Pupil 4; as *last* by Teacher 1; as *robber, yesterday and soldier* by Teacher 2; as *chop and guard* by Teacher 3; and as *deaf* by Teacher 4.

Standing Committees translated as *stand our* by all the Pupils and all the Teachers. Pupil 2 gives an alternative as *hand our*; and Teacher 4 an alternative as *our stand*.

Standing Orders translated as *stand train* by Pupil 1; *stand tain, stand trian hand train* by Pupil 2; *stant thin//, stand//following//* by Pupil 3; *stand hin//, stand pane* by Pupil 4; *stand prepare//* by Teacher 1; *stand plan, stand prepare, stand organize* by Teacher 2; *stand plan* by Teacher 3; *stand prepare, be prepared* by Teacher 4.

Strategic Stability translated as *work arrage hard work* by Pupil 1; *train hardwork, work tain hard work, work tarin hard work* by Pupil 2; *do pattle strong//, do tain strong//* by Pupil 3; *work pane strong//, make pane strong* by Pupil 4; *maker strong* by Teacher 1; *plan strong, pull strong, work plan strong* by Teacher 2; *peace catch strong, work plan strong* by Teacher 3; *work prepare strong, make prepare strong* by Teacher 4.

Terrestrial Dynamic has been translated as *earth hardwork* by Pupil 1 and 2; *earth hard, earth strong//* by Pupil 3; *earth strong* by Pupil 4, Teacher 1 Teacher 2 and Teacher 4; *earth quake, earth strong* by Teacher 3.

Terrorist has been translated as *save, safe, get, June, achieve, 5 6 various* by both Pupils and Teachers.

The Vision Delivery Board translated as *the look proective courge* by Pupil 1; *the look protected brave, he look procter brave, the look procter brave* by Pupil 2; *the look prector barve, the look precor brave, the vagin proter brave* by Pupil 3; *the look procter brave, Kenyatt visitor procter brave, Kenyatta visitor protection brave//* by Pupil 3; *the// vision//*

protect board by Teacher 1; *the vision prevent you, recent vision prevent me, the vision protect you* by Teacher 2; *the vision protect your* by Teacher 3 and Teacher 4

The Vision Delivery Secretariat was translated as *the look prective chart, the look proective gift, the look proecive follow* by Pupil 1; *the look protected chart, he look procter chart* by Pupil 2; *the look precto airport, the look prector arrived, the look proter following* by Pupil 3; *Ago look procter near//, Kenyatt visitor procter figh//, Kenyatta visitor proctor tranpane* by Pupil 4; *the vision protect avoid, the vision protect war, the vision protect administration* by Teacher 1; *the vision protect push, yesterday vision prevent push, the vision protect management* by Teacher 2; *the vision protect management, the vision protect manage* by Teacher 3; *the vision protect competition, rights vision protects management, the vision protect management* by Teacher 4.

Vision 2030 is translated as *look 2030* by Pupils 1 and 2; *look sound off// and look robu//* by Pupil 3; *prophet sound of, look lound of, visitor sound of* by Pupil 4; *vision 2030* by Teachers 1, 2, 3 and 4.

Ward translated as *group, round cenfterice, round group* by Pupil 1; *about commotion, about commction, above common* by Pupil 2; *about communt and area ground* by Pupil 3; *ground group and group area* by Pupil 4; *committee compound//, area community, environmental group* by Teacher 1; *area group and group area* by Teacher 2 and Teacher 4; *community and communal* by Teacher 3.

Table 3.6. Schedule of Translations of Parliamentary and Global discourse Terminology by Informants

Intended meaning in English (deleted)	Translation from Kenyan Sign Language to English by pupils and teachers of Immanuel C.							
	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Parliamentary	AWAY	ABOVE	ABOVE//	AWAY	ABOVE	ABOVE	ABOVE	ABOVE
Adjourn sine die	NEXT	NEXT	NEXT//	NEXT	PROMOTE	PROMOTE	PROCEDE	PROMOTE
Bill	LAWYER	LAWYER	LAW//	LAWYER	LAW	LAW	LAW	LAW
Caucus	CENT-TERICE BANK	CARD	MEET//	MEET COMMIT	GROUP MEETING	GROUP	COMMUNITY LEVEL	EQUAL GROUP
Dissolution	EFFECT	EFFECT	GIVE//	GIVE	GIVE	BOOK	ENCOURAGE	BOOK
Leader of Government	SKILL OF MINISTER	LEADER OF NAIROBI	LEAD OF MINISTOR//	LEAD OF MINISTER//	LEADER OF ONLY	LEADER OF MINISTRY	LEADER OF MINISTRY	SKILL OF MINISTRY
Leader of Official Opposition	SKILL OF OFF OPPOSITION	LEADER OF SMART NOTHING PARCTION	LEAD OF FREE OPPOSITION//	LEAD OF FREE OPPITON	LEADER OF OFFICIAL ENEMY	LEADER OF OFFICIAL OPOSITION	LEADER OF OFFICIAL OPPOSITION	SKILL OF OFFICIAL OPPOSITE
Mace	WONDER	WONDER	LOAD	LAID	WONDER LISTEN	ARMY	ARMY	ARMY
Notice of Motion	CHART OF FOLLOW	WELL OF MOVE	CHART OF FOLLOWING//	CHART OF FLOWING//	NOTICE OF MOVE	POSTER OF FOLLOW	POSTER OF FOLLOW	POSTER OF FOLLOW
Standing committees	STAND OUR	STAND OUR	STAND OUR//	STAND OUR//	STAND OUR	STAND OUR	STAND OUR	STAND OUR
Standing Orders	STAND TRAIN	STAND TAIN	STANT THIN//	STAND THIN//	STAND PREPARE//	STAND PLAN	STAND PLAN	STAND PREPARE (Std English: Our Stand, Be Prepared)
Election	VOTE	VOTE	VOTE//	VOTE//	VOTE	VOTE	VOTE	VOTE
Ward	GROUP	ABOUT COMMETION	ABOUT COMMUNT	GROUND GROUP	COMMITTEE COMPOUND//	AREA GROUP	COMMUNITY	GROUP AREA
Constituency	COMMUNICATIO N	COLLECT	COMMUNTION ABOUT//	COMMON	OUR//	COLLECT	COLLECT	COLLECT COLLECT
County	ABOUT	RONUD	ABOUT//	GROUND//	ENVIRONMENT	ENVIRONMENT	AREA	AREA
Vision 2030	LOOK 2030	LOOK 2030	look SOUND OFF//	POPHET SOUND OF	VISION 2030	VISION 2030	VISION 2030	VISION 2030
A Globally Competitive and Prosperous Kenya	CLASS CHART WITH SUCCESSFUL ANNOUNCE	CLASS CHART PRAP SUCCFUL AGO	COMMUNTION AIRPORT WITH SUCCISESS	COMMENTY ANSWER WITH SUCCESS ALONG//	WORLD COMPETE WITH SATAN KENYA	COMMUNITY CAN WITH SUCCESS POLITICS	WORLD COMPETE WITH SUCCESS	CLASS AVOID TOGETHER SUCCESS

							POLITICS	
Decentralization of decision making	AGAIN OF DEICDE WORK	MOVET OF CH WORK	PUT OF DECIDE DO//	PUT OF DECIDE TURN//	REMOVAL OF// DECISION MAKING	PUT OF DECIDE CATCH	INVOLVE OF DECISION MAKING	EXPENSIVE OF DECIDE WORK
First Medium Term Plan	ONCE CARD TEMURDIED ARRAGE	ONOLY COMMUICTI ON TEAM TRAIN	ONLY CARD TEST TAIN	ONLY CARD TESTONY PANE//	FIRST GROUP SHOW PREPARE//	ONE COMPETE TESTIFY ORGANISE	ALONE GROUP TESTIMONY PLAN	ALONE GROUP TITLE PREPARE
The Vision Delivery Board	THE LOOK PROECTIVE COURGE	THE LOOK PROTECTED BRAVE	THE LOOK PRECTOR BARVE	THE LOOK PROCTER BRAVE	THE// VISION// PROTECT BOARD	THE VISION PREVENT YOU	THE VISION PROTECT YOUR	THE VISION PROTECT YOUR
The Vision Delivery Secretariat	THE LOOK PRECTIVE CHART	THE LOOK PROTECTED CHART	THE LOOK PRECTO AIRPORT	AGO LOOK PROCTER NEAR//	THE VISION PROTECT AVOID//	THE VISION PROTECT PUSH	THE VISION PROTECT MANAGEMEN T	THE VISION PROTECT COMPETITIO N
Devolved Government	BURRY MINISTER PROECTIVE	SUFFECT NAIROBI LOVE NAIROBI	PUT MINISTOR // DEAR MINISTOR//	PUT MINISTER// CHANGE MINISTER	FOLLOW ALONE DEAR	MOVE ONE DEAR ONE	FOLLOW ALONE DEAR ONE	BACK NAIROBI DEAR ONE
Intergovernmental Fiscal Relations	SOUP RELATION	KNEEL RECUTION	BEFORE RONRENTON	ARRIVED REGIOUR//	PAY RELATIVE//	BEFORE RELATION	LEARN RELATIONSHI P	IT RELATIVE/RE LATIONSHIP
Role of Civic Education	HOPE OF COUNTRY KNOW	CARE OF COUNT EDUCTION	RESPONSIBLM ENT OF OCARNETICER KNOW//	DEPANT OF COUNTRY KNOW//	RESPONSIBLE OF COUNTY EDUCATION	RESPONSIBILT Y OF CHARACTER KNOW	RESPONSIBLE OF CHARACTER KNOW/ It is your responsibility to know the character of your relationship.	RESPONSIBLE OF CHARACTER KNOW/It is our responsibility to know the character)
Role of Public Communication	HOPE OF GENEREL COMMUNICAT ION	CARE OF GENERAL COMMTION	RESPONBILIF OF BORDAFY COMMUNTRY	DEPAMENT OF EXPORT COMMUNTY	RESPONSIBLE OF GENERAL COMMUNICATE/ /	RESPONSIBILT Y OF BROAD COMMUNICATI ON	RESPONSIBLE OF OPEN COMMUNICA TION	RESPONSIBLE OF OPEN COMMUNICA TION/Be Responsible for Open Communication
Reform Agenda in Kenya	GRIEF RULE IN ANONCE	CHANGE APOSITE IN	CHANG TESTEMENT	CHANGE LETTER IN	CHANGE SHOW IN KENYA	CHANGE RULE IN POLITICS	CHANGE SHOW IN	CHANGE SHOW IN THE

		AGO	IN ANNOURSER	KENYATT//			POLITICS	
Environment	BASE	ROUND	ABOUT//	GROUND//	ENVIRONMENT	AREA	AREA	AREA
Climate Change	MEET GRIEF BASE	WINDER CHANGE ABOUT	MISS CHANG ABOUT//	MISS CHANG// GROUND//	HOPE CHANGE ENVIRONMENT	HOPE CHANGE AREA	EXPECT CHANGE AROUND	HIDE CHANGE AREA
Millennium Development Goals	WIN COME OBJECT	WINN ONE WINN OBEJCTI	ONLY NEXT COME OBJECTIVE	ONE THOUSAND COME FOR TO// GOING	CANNOT ABOUT OBJECTIVE	ONE CANNOT CONTINUE AIM	CANNOT CONTINUE AIM	CAN NOT CONTINUE AIM
A Food Secure Country	BREAD PROECTIVE JOB	THINK PRVECTIVE JOY	BEST// PRECTER //JOB//	BEST PROCTER JOB//	PROTECT JOB	WISH PREVENT JOB	MORE PROTECT JOB	PROTECT JOB
Livelihood Opportunities for People With Disabilities	SEIF WAY FOR PEOPLE TOGETHER MAGAEMENT	ME LAST ALLOW FOR CHREST TOGETHER MOVE	LIFE// WAY// FOR// PEOPLE// WITH// VOTE//	LIFE WAY/WAY FOR PEOPLE WITH INABLETY	LET PREPARE FOR PEOPLE WITH DISABILITY	LIFE PREPARE FOR PEOPLE WITH DISABILITY	LIFE PREPARE FOR PEOPLE WITH DISABILITY	LIFE PREPARE FOR PEOPLE WITH DISABILITY
Environment for the future we want	FOR THE NEXT ABOUT WANT	FOR THE NEXT THIS NEED	FOR THE NEXT GROUND WANT	FOR AGO NEXT WE BEEN//	FOR THE NEXT WE THANK	FOR THE NEAR NOW WANT	YOUR TEST NEAR ME WANT	FOR THE MOVEMENT WE WANT
Global Warming	CLASS PAST	CLASS EAT	COMMATY BANT	COMMIONY BEST//	WORLD ANSWER	COMMUNITY THERE	WORLD PREACH	CLASS NOTHING
Terrestrial Dynamic	EARTH HARDWORK	EARTH HARDWORK	EARTH HARD	EARTH STORNG//	EARTH STRONG	EARTH STRONG	EARTH QUAKE	EARTH STRONG
Peace and Development	PEACE WITH COME	HEATH PRAYER WINN	PEACE WITH COME	PEACE WITH COME//	PEACE WITH CONTINUE	PEACE WITH CONTINUE	PEACE TOGETHER CONTINUE	PEACE TOGETHER CONTINUE
Peace	PEACE	HEATH	CLOSE	PEACE	PEACE	PEACE		PEACE
Strategic Stability	WORK ARRAGE HARD WORK	TRAIN HARDWORK	DO PATTLE STRONG//	WORK PANE STORNG//	MAKER STRONG	PLAN STRONG	PEACE CATCH STRONG	WORK PREPARE STRONG
Security	SECURITY	SECURITY	PAST	SECURITY	LAST	ROBBER	CHOP	DEAF
Terrorist	SAVE	GET	SAVE	SAFE	JUNE	ACHIEVE	ACHIEVE	S 6
Gangster	PAST	PAST	SHOULD//	AGO//	ROBBER	YESTERDAY	ROB	HATE
Parliament Standing Order	EVENING STAND TRAIN	ALWAY STAND TRAIN	ABOVE STAND// ORDER	ABOVE STAND THIN//	ABOVE STAND PREPARE	ABOVE STAND PLAN	ABOVE STAND PREPARE	ABOVE STAND PREPARE
Parliament Rule	AWAY RULE	ALWAY RESTUN	ABOVE// ROLE	ABOVE ROLE	ABOVE RULE	ABOVE RULE	ABOVE RULES	ABOVE SHOW
Parliament Law	AWAY LAWYER	ALWAY	ABOVE//	ABOVE LAW//	ABOVE LAW	ABOVE LAW	ABOVE LAW	ABOVE

		LAWYER	LAW//					UNDERSTAND
Parliamentary	AWAY	ALWAY	ABOVE	ABOVE	ABOVE	ABOVE	ABOVE	ABOVE
Adjourn sine die	-----	BEFORE	NEXT	NEXT	PROMOTE	PROCEED	PROMOTE	MOVE
Bill	LAWYER	LAWYER	LAW	LAW	LAW	LAW	LAW	UNDERSTAND
Caucus	CENTRICE	COMMUTION	COMMUNION	COMMON GROUP	GROUP MEETING	EQUAL GROUP	COMMUNITY LEVEL	EQUAL GROUP
Dissolution	EFFECT	CLASS	GIVE	SO CARRY	GIVE	SERVE	ENCOURAGE	PLACE
Leader of Government	SKILL OF MINISTER	LEADER OF NAIROBI	LEAD OF FOR	LEAD OF MINISTER//	LEADER OF MINISTER	SKILL OF WHERE	LEADER OF MINISTRY	COUNTY OF NAIROBI
Leader of Official Opposition	SKILL OF OFF OPPOSITION	LEADER OF FASCIST SUCCEFUL	LEAD OF NOTHING OPPOSITION	LEAD OF FREE ENEMIES//	LEADER OF OFFICIAL ENEMY	SKILL OF IMPORTANT OPPOSITE	LEADER OF OFFICIAL OPPOSITION	SKILL OF OFFICIAL ENEMY
Mace	WONDER	POSSIBLE	LOAD	LAID	ANNOUNCE	ARMY	ARMY	WONDER
Notice of Motion	CHART OF MOVEMENT	WELL OF MOVE	FOLLOWING OF WALK	CHART OF FOLLOWING	NOTICE OF VOTE	POSTER OF MOVEMENT	NOTICE OF FOLLOW	POSTER OF MOVEMENT
Standing Committee	STAND OUR	STAND OUR	STAND// OUR//	STAND OUT	STAND OUR	STAND OUR	STAND OUR	STAND OUR
Standing Orders	STAND TRAIN	STAND TRIAN	STAND// FOLLOWING//	STAND PANE	STAND PREPARE	STAND PREPARE	STAND PLAN	STAND PREPARE
Election	VOTE	POSSIBLE	VOTE	VOTE	VOTE	VOTE	VOTE	VOTE
Ward	ROUND CENTRICE	ABOUT COMMCTION	AREA GROUND	GROUND GROUP	AREA COMMUNITY	GROUP AREA	COMMUNITY	AREA GROUP
Constituency	COMPOSITION	COLLECTION	(COLLECT	COLECT	ROUND US	COLLECT	COLLECT	COLLECT COLLECT
County	ROUND	ROUND	AREA	GROUND//	ENVIRONMENT	AREA	AREA	AREA
Vision 2030	LOOK 2030	LOOK 2030	LOOK ROBU//	LOOK LOUND OF	VISION 2030	VISION 2030	VISION 2030	VISION 2030
A Globally Competitive and Prosperous Kenya	CLASS CHART TOGETHER THINK ANNOUNCE	CLASS CHART TOGETHER SUCCEFUL AGO	COMNUETH SPELL WITH SHEUM POLITICS	COMMATY ANSWER WITH KOUCK KENYATT	WORLD COMPETE WITH SATAN KENYA	COMMUNITY PUSH WITH SUCCESS POLITICS	WORLD COMPETE WITH SUCCESS POLITICS	WORLD COMPETE WITH SUCCESS POLITICS /World competes with success politics
Decentralization of decision-making	AGAIN OF DECIDE WORK	AGAIN OF DECIDE WORK	MOVE OF DECISDE ACHIVE	PUT OF DECIDE WORK//	REMOVAL OF DECISION MAKING	PUT OF DECISION CATCH	REMOVE OF DECISION MAKING	REMOVE OF DECIDE MAKE/Removal of decision

First Medium Term Plan	ONCE CENFTERICE TEAM ARRAGE/PLAIN	ONCE GROUP TERM TRAIN	THE RIOE GROUND TESTEMEMT TAIN/	ONLY GRUP TEST THIN//	FIRST GROUP SHOW PREPARE	THE COMBINE TEAM PLAN	ALONE GROUP TEST PREPARE	making FIRST GROUP TEMPT PREPARE/The first group tempted preparation
The Vision Delivery Board	THE LOOK PROECTIVE COURGE	THE LOOK PROCTER BRAVE	THE LOOK PRECTOR BRAVE	KENYATT VISITOR PROCTER BRAVE	THE VISION PROTECT BOARD	RECENT VISION PREVENT ME	THE VISION PROTECT YOUR	THE VISION PROTECTS YOUR
The Vision Delivery Secretariat	THE LOOK PROECTIVE GIFT	THE LOOK PROCTER CHART	THE LOOK PRECTOR ARRIVED	KENYATT VISITOR PROCTER FIGH//	THE VISION PROTECT WAR	YESTERDAY VISION PREVENT PUSH	THE VISION PROTECT MANAGE	RIGHTS VISION PROTECTS MANAGEMEN T
Devolved Government	BURRY MINISTER MINISTER PROECTIVE	SUFFER NAIROBI LOVE NAIROBI	FOLLOWING MINISTOR DEAR MINISTOR	PUT MINESTER// CHANG MINESTER//	PUT PRESIDENT DEAR	MOVE MINISTRY DEAR ONES	MOVE ALONE DEAR ONE	MOVEMENT WHERE DEAR ONES
Intergovernmental Fiscal Relations	SOUP RELATION	KNEEL RELATION	ARRIVED NUMBER//	ARRIVE RELATION	PAY RELATIVE	BEFORE RELATION	LEARN RELATIONSHI P	IT RELATIONSHI P
Role of Civic Education	CARE OF COUNTRY KNOW	CARE OF COUNT EDUCATION	DENPET OF COUNRTY KNOW	DEPENDENCE OF COUNTRY KNOW	RESPONSIBILIT Y OF COUNTY EDUCATION	RESPONSIBILTY OF CHARCATER KNOW	DEPENDENCY OF CHARACTER KNOW	RESPONSIBLE OF CHARACTER KNOW
Role of Public Communication	HOPE OF GENERAL COMMAICATIO N	CARE OF GENERAL COMNITION	DENPET OF CORRENT COMMANUTIO N	DEPENDENCE OF GENERAL COMMUNICATI ON//	RESPONSIBILIT Y OF GENERAL COMMNICATIO N	RESPONSIBILIT Y OF BROAD COMMUNICATI ON	RESPONSIBLE OF OPEN COMMUNICA TION	DEPENDS OF OPEN COMMUNICA TION/Depends on open communication
Millennium Development Goals	WINN COME OBJECT	WINN ONE WINN OBJECTI	ONLY COME COME OBJECTION//	ONE THOUSAND COME INTENTION// GO	CANNOT ABOUT OBJECTIVE	ONE CANNOT CONTINUE AIMING	CANNOT CONTINUE AIM	CAN NOT CONTINUE AIM
A Food Secure Country	BREAD PROECTIVE JOB	THANK PROECTIVE JOY	BEST PRECTOR JOB//	BEST PROCTER JOB//	THAK PROTECT JOP	I WISH PREVENT JOB	Eat Protect Job	PROTECT JOB
Livelihood Opportunities for	LET WAY FOR PEOPLE	LIVE ALLOW FOR CHEST	LIFE WAY/WAY	LIFE WAY/WAY	LET PREPARE	LIFE PREPARE	Life Prepare your people	LIFE PREPARE

People With Disabilities	TOGETHER	TOGTHER MOVE	FOR PEOPLE WITH VOTE	FOR PEOPLE WITH DISABLE//	FOR PEOPLE WITH DISABILITY	FOR PEOPLE WITH DISABILITY	with disability	FOR PEOPLE WITH DISABILITY
Reform Agenda in Kenya	GRIEF AFRICA IN ANNONCE	GRIEF AFRICA IN ANNONCE	CHANGE TEST IN ANNOURS	CHANGE TESTAMENT IN KENYATTA//	CHANGE SHOW IN KENYA	CHANGE SHOW IN POLITICS	Change Show In Politics	CHANGE SUBJECT IN THE
Environment	AROUND	ROUND	GROUND	GROUND//	ENVIRONMENT	ENVIRONMENT	Environment	AREA
Climate Change	WIND GRIEF AREA	WIND GRIEF ROUND	MISS CHANGE GROUND//	MISS CHANGE GROUND//	HOPE CHANGE ENVIRONMENT	HOPE CHANGE AREA	Expect Change Environment	MOVE CHANGE AREA
Environment for the future we want	FOR THE NEXT THIS WANT	FOR THE NEXT THIS NEED	FOR THE NEXT ROUND WANT	FOR KENYATT NEXT WE NEED	FOR THE NEXT WE THANK	FOR THE NEAR NOW WHY	YOUR THE NEXT AREA WANT	FOR THE MOVEMENT AROUND WANT
Global Warming	CLASS FINISH	CLASS THANK	COMMUTION TANT	COMMITION HOME AGO//	WORLD ANSWER	COMMUNITY NOTHING	WORLD PREACH	WORLD NOTHING
Terrestrial Dynamic	EARTH WORK HARD	EARTH HARDWORK	EARTH STRONG//	EARTH STORNG	EARTH STRONG	EARTH STRONG	EARTH STRONG	EARTH STRONG
Peace and Development	PEACE TOGETHER COME	HEATH PARYER WINN	PLACE TOGETHING ROME	PEACE WITH COME//	PEACE WITH EVERYBODY	PEACE WITH CONTINUE	PEACE TOGETHER CONTINUE	PEACE WITH CONTINUE
Parliament Rule	AWAY RULE	AWAY RULE	ABUOVE ROLE	ABOVE ROLE	ABAVE RULE	ABOVE RULE	ABOVE RULES	ABOVE RULE
Parliament Law	AWAY LAWYER	AWAY LAWYER	ABUOVE LAW	ABOVE LAWYER//	ABOVE LAW	ABOVE LAW	ABOVE LAW	ABOVE LAW
Parliament	AWAY	ALWAYS	ABOVE//	ABOVE	ABOVE	ABOVE	ABOVE	ABOVE
Adjourn sine die	NEXT	BEFOR	NEXT	NEXT	PROMOTE	PROCEED	PROMOTE	IMPROVE
Bill	LAWYER	LAWYER	LAW	LAWYER	LAW	LAW	LAW	LAW
Caucus	COMPOUNY EQUITY	COMMUNTI ON	COMMUNTION	COMMON GROPP	GROUP MEETING	EQUAL GROUP	COMMUNITY LEVEL	EQUAL GROUP
Dissolution	EFFECT	EFFECT	GIVE	GIVE//	GIVE	SERVE	ENCOURAGE	SOLUTION
Leader of Government	SKILL OF MINISTER	LEADER OF NAIROBI	LEAD OF MINISTORY	LEAD OF MINISTER	LEADER OF MINISTRY	COUNTY OF NAIROBI	LEADER OF MINISTER	SKILL OF
Leader of Official Opposition	SKILL OF OFF OPPOSITION	LEADER OF SMART PRACTIOR	LEAD OF FREE OPPOSITION	LEAD OF FREE ENMIES	LEADER OF OFFICIAL ENEMY	SKILL OF OFFICIAL OPPOSITION	LEADER OF OFFICIAL OPPOSITION	SKILL OF OFFICIAL ENEMY
Mace	WONDER	WONDER	LOAD	LAID	ANOUNCE	ARMY	ARMY	ARMY
Notice of Motion	CHART OF MOVEMEN	FOLLOWING OF MEANT	NOTICE OF FOLLOWING	CHART OF FOLOWING//	NOTICE OF VOTE	POSTER OF STAND	NOTICE OF MOVEMENT	POSTER OF MOVEMENT
Standing Committee	STAND	HAND OUR	STAND OUR	STAND OUR//	STAND OUR	STAND OUR	STAND OUR	STAND OUR

	OUR							
Standing Orders	STAND TRAIN	HAND TRAIN	STAND FOLLOWING	STAND PANE	STAND PREPARE	STAND ORGANIZE	STAND PLAN	STAND PREPARE
Election	VOTE	POSSIBLE	VOTER	VOTE	VOTE	VOTE	VOTE	VOTE
Ward	ROUND GROUP	ABOVE COMMTON	AREA GROUND	GORUP AREA	ENVIRONMENTAL GROUP	AREA GROUP	COMMUNIAL	AREA GROUP
Constituency	COLLECT	COLLET	COLLECT	COLLECT	OUR	COLLECT	COLLECT	COLLECT COLLECT
County	BASE	ABOUT	AREA	GROUND	ENVIRONMENT	AREA	ENVIRONMEN T	AREA
Vision 2030	LOOK 2030	LOOK 2030	LOOK SOUND OFF	VISITOR SOUND OF	VISION 2030	VISION 2030	VISION 2030	VISION 2030
A Globally Competitive and Prosperous Kenya	CLASS CHART WITH THINK ANNNOCE	CLASS CHART ALLOW SUCCFUL ANNCOUT	COMMUNTION AIRPORT WITH SUCCISECC ANNOURS	COMMUNITY ASWER WITH FOR KENYATTA//	WORLD COMPETE WITH SATAN KENYA	COMMUNITY PULL WITH SUCCESS POLITICS	WORLD COMPETE WITH SUCCESS POLITICS	WORLD COMPETE WITH SUCCESS POLITICS
Decentralization of decision-making	AGAIN OF DECIDE WORK	MOVE OF DECIDE WORK	PUT OF DECIDE DO	AGIN OF DECIDE WORK//	REMOVAL OF DECISION MAKING	MOVE OF DECIDE CATCH	REMOVAL OF DECISION MAKING	REMOVE OF DECISION MAKE
First Medium Term Plan	ONCE COMPANY TEAM PLAN	NAIROBI GROUP TERM TRAIN	ONLY CARD TEST PATTI//	ONLY GROUP TESTAMENT PANE//	FIRST GROUP SHOW PREPARE	THE GROUP RULE PLAN	ALONE GROUP TEST PREPARE	ALONE WITHOUT TRUE PREPARATIO N
The Vision Delivery Board	THE LOOK PROECTIVE COURGE	THE LOOK PROCTER BRAVE	THE VAGIN PROTER BRAVE	KENYATTA VISITOR PROTECTION BRAVE//	THE VISION PROTECT BOARD	THE VISION PROTECT YOU	THE VISION PROTECT YOUR	THE VISION PROTECTS OUR
The Vision Delivery Secretariat	THE LOOK PROECTIVE FOLLOW	THE LOOK PROCTER CHART	THE LOOK PROTER FOLLOWING	KENYATTA VISITOR PROCTOR TRANPANE//	THE VISION PROTECT ADMINISTRATIO N	THE VISION PROTECT MANAGEMENT	THE VISION PROTECT MANAGE	THE VISION PROTECT MANAGEMEN T
Devolved Government	MINISTER PROECTIVE	MOVE NAIROBI LOVE NAIROBI	FOLLOWING FOR DEAR MINISTOR	PUT MINIESTER// CHANGE MINIESTER//	PUT MINISTRY DEAR MINISTRY	MOVEMENT ONE DEAR ONE	MOVE ALONE DEAR ONE	MOVEMENT ONLY DEAR ONES
Intergovernmental Fiscal Relations	SOUP RELATION	KNEEL RECOTION	AGIN NUMBER	ARRIVE RELATION//	PAY RELATIVE	BEFORE RELATIONSHIP	LEARN RELATIONSHI P	THE RELATIONSHI P
Role of Civic	HOPE OF	CARE OF	PENPET OF	DEPENIDENCE	RESPONSIBILIT	RESPONSIBILIT	RESPONSIBLE	DEPEND

Education	COUNTRY KNOW	COURT EDUCATION	COURT KNOW	OF COUNTRY KNOW	Y OF COUNTY EDUCATION	Y OF CHARACTER KNOW	OF CHARACTER KNOW	OF CHARACTER KNOW
Role of Public Communication	HOPE OF GENERAL COMMUNICATION	CARE OF COMMUNICATION	PENPET OF OPPORTUNITIES COMMUNICATION	DEPENDENCE OF GENERAL COMMUNICATION//	RESPONSIBILITY OF GENERAL COMMUNICATION	RESPONSIBILITY OF BROAD COMMUNICATION	RESPONSIBILITY OF OPEN COMMUNICATION	DEPENDENCE OF OPEN COMMUNICATION
Millennium Development Goals	WIN COME OBJECT	WINN 1 WINN OBJECT	ONLY COME OBJECT	ONE THOUSAND GO COME INTENTION//	CANNOT CONTINUE OBJECTIVE	ONE CANNOT CONTINUE AIMING	CANNOT CONTINUE AIM	CANNOT CONTINUE AIM
A Food Secure Country	BREAD PROTECTIVE JOB	THINK PROTECTIVE JOY	BREAD PROTECTIVE JOB	BEST PROTECTION JOB//	THANK PROTECTIVE JOB	WISH CATCH JOB	EAT PROTECTIVE JOB	PROTECTIVE JOB
Livelihood Opportunities for People With Disabilities	LET WAY FOR PEOPLE TOGETHER MANAGEMENT	LIST ALLOW FOR CHEST TOGETHER MOVE	LIFE WAY FOR HAPPY TOGETHER VOTE	LIFE WAY/WAY FOR PEOPLE WITH DISABILITY//	LET PREPARE FOR PEOPLE WITH DISABILITY	LIVE PLAN FOR PEOPLE WITH DISABILITY	LIFE PREPARE YOUR PEOPLE WITH DISABILITY	LIFE PREPARE YOUR PEOPLE WITH DISABILITY
Reform Agenda in Kenya	GRIEF AREA IN ANNOUNCE	GRIEF AFRICA IN ANNOUNCE	CHANGE ADULT IN ADIUS...	CHANGE ROLE IN KENYATTA //	CHANGE SHOW IN KENYA	CHANGE SUBJECT IN POLITICS	CHANGE SHOW IN POLITICS	CHANGE SHOW IN THE
Environment	AROUND	ROUND	ABOUT	AREA	ENVIRONMENT	AREA	ENVIRONMENT	AREA
Climate Change	WIND GRIEF AREA	WIND GRIEF ROUND	WIND CHANGE ABOUT	MISS CHANGE AREA	HOPE CHANGE ENVIRONMENT	MOVE CHANGE AREA	EXPECT CHANGE ENVIRONMENT	CHANGE AREA
Environment for the future we want	THE THE NEXT THIS WANT	FOR THE NEXT THIS NEED	FOR THE NEXT ABOUT THANKS	FOR KENYATTA NEXT THIS BEED//	FOR THE NEXT WE THANK	FOR THE NEAR NOW WHY	FOR THE NEXT ----- - WANT	FOR THE MOVE AROUND WE WANT
Global Warming	CLASS ANSWER	CLASS THANK	COMMUNITY THANKS//	COMMITMENT FINISH//	WORLD ANSWER	COMMUNITY NOTHING	WORLD PREACH	CLASS NOTHING
Terrestrial Dynamic	EARTH HARDWORK	EARTH HARDWORK	EARTH STRONG	EARTH STRONG	EARTH STRONG	EARTH STRONG	EARTH QUAKE	EARTH STRONG
Peace and Development	PEACE TOGETHER	HEATH PRAYER	PEACE TOGETHER	PEACE WITH COME//	PEACE WITH	PEACE WITH CONTINUE	PEACE TOGETHER	PEACE TOGETHER

	COME	WINN	COME		EVERYBODY		CONTINUE	CONTINUE
Peace	PEACE	HEATH	PIACE/	PEACE	PEACE	PEACE	PEACE	PEACE
Strategic Stability	WORK ARRAGE HARDWOR	WORK TAIN HARD WORK	DO TAIN STRONG//	MAKE PANE STRONG	MAKER STRONG	PULL STRONG	WORK PLAN STRONG	MAKE PREPARE STRONG
Security	SECURITY	SECURITY	PAST	SECANTY	LAST	YESTERDAY	GUARD	DEAF
Terrorist	SAFE	GET	SAVE	SAVE	JUNE	ACHIEVE	ACHIEVE	5 6
Gangster	PAST	PAST	SHOULD//	BACK	ROBBER	ROBBER	ROB	HATE
Parliament Standing Order	AWAY STAND TRAIN	ALWAY STAND TRAIN	ABOVE STAND PATTLE	ABOVE STAND PANE	ABOVE STAND PREPARE	ABOVE STAND ORGANIZE	ABOVE STAND PLAN	ABOVE STAND PREPARE
Peace	PEACE	HEATH	PLACE	PEACE	PEACE	PEACE	PEACE	PEACE
Strategic Stability	WORK ARRAGE HARDWORK	WORK TARIN HARD WORK	DO TAIN STRONG	MAKE PANE STRONG//	MAKER STRONG	WORK PLAN STRONG	WORK PLAN STRONG	WORK PREPARE STRONG
Security	SECURITY	SECURITY	PAST	SECANTILY	LAST	SOLDIER	GUARD	DEAF
Terrorist	SAFE	SAFE	SAVE	SAVE	JUNE	ACHIEVE	ACHIEVE	5 6
Gangster	PAST	PAST	WAS	BACK//	ROBBER	ROBBER	ROB	HATE
Parliament Standing Order	AWAY STAND TRAIN	ALWAY STAND TRAIN	ABOVE STAND PATTLE	ABOVE STAND PANE//	ABOVE STAND PREPARE	ABOVE STAND PLAN	ABOVE STAND PREPARE	ABOVE STAND PREPARE
Parliament Rule	AWAY RULE	ALWAY RULE	ABOVE ROLE//	ABOVE ROLE	ABOVE RULE	ABOVE RULE	ABOVE RULE	ABOVE RULE
Parliament Law	AWAY LAWYER	EVENTER LAWYER	ABOVE IAW//	ABOVE LAWYER//	ABOVE LAW	ABOVE LAW	ABOVE LAW	ABOVE LAW

Table 3.7 Schedule of Translations of Parliamentary and Global Discourse Terminology Compiled in Sets of Three per Informant

Three translations for each term by each respondent									
Terminology		Pupil 1	Pupil 2	Pupil 3	Pupil 4	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Adjourn sine die	1	NEXT	NEXT	NEXT//	NEXT	PROMOTE	PROMOTE	PROCEDE	PROMOTE
	2	-----	BOFORE	NEXT	NEXT	PROMOTE	PROCEED	PROMOTE	MOVE
	3	NEXT	BEFOR	NEXT	NEXT	PROMOTE	PROCEED	PROMOTE	IMPROVE
A Food Secure Country	1	BREAD PROECTIVE JOB	THINK PRVECTIVE JOY	BEST// PRECTER //JOB//	BEST PROCTER JOB//	PROTECT JOB	WISH PREVENT JOB	MORE PROTECT JOB	PROTECT JOB
	2	BREAD PROECTIVE JOB	THANK PROECTIVE JOY	BEST PRECTOR JOB//	BEST PROCTER JOB//	THAK PROTECT JOP	I WISH PREVENT JOB	Eat Protect Job	PROTECT JOB
	3	BREAD PROECTIVE JOB	THINK PRCFCTIVE JOY	BREND PROTER JOB	BEST PROCTETION JOB//	THANK PROTECT JOB	WISH CATCH JOB	EAT PROTECT JOB	PROTECT JOB
A globally Competitive and Prosperous Kenya	1	CLASS CHART WITH SUCCESSFUL ANNONCE	CLASS CHART PRAP SUCCFUL AGO	COMMUNTIO N AIRPORT WITH SUCCISESS	COMMENTY ANSWER WITH SUCCESS ALONG//	WORLD COMPETE WITH SATAN KENYA	COMMUNITY CAN WITH SUCCESS POLITICS	WORLD COMPETE WITH SUCCESS POLITICS	CLASS AVOID TOGETHER SUCCESS
	2	CLASS CHART TOGETHER THINK ANNONCE	CLASS CHART TOGETHER SUCCFUL AGO	COMNUETH SPELL WITH SHEUM POLITICS	COMMATY ANSWER WITH KOUCK KENYATT	WORLD COMPETE WITH SATAN KENYA	COMMUNITY PUSH WITH SUCCESS POLITICS	WORLD COMPETE WITH SUCCESS POLITICS	WORLD COMPETE WITH SUCCESS POLITICS /World competes with success politics
	3	CLASS CHART WITH THINK ANNNOCE	CLASS CHART ALLOW SUCCFUL ANNCOUT	COMMUNTIO N AIRPORT WITH SUCCISECC ANNOURS	COMMUNITY ASWER WITH FOR KENYATTA//	WORLD COMPETE WITH SATAN KENYA	COMMUNITY PULL WITH SUCCESS POLITICS	WORLD COMPETE WITH SUCCESS POLITICS	WORLD COMPETE WITH SUCCESS POLITICS
Bill	1	LAWYER	LAWYER	LAW//	LAWYER	LAW	LAW	LAW	LAW
	2	LAWYER	LAWYER	LAW	LAW	LAW	LAW	LAW	UNDERSTAND

	3	LAWYER	LAWYER	LAW	LAWYER	LAW	LAW	LAW	LAW
Caucus	1	CENT-TERICE BANK	CARD	MEET//	MEET COMMIT	GROUP MEETING	GROUP	COMMUNITY LEVEL	EQUAL GROUP
	2	CENFTERICE	COMMCUTION	COMMIANUTION	COMMON GROUP	GROUP MEETING	EQUAL GROUP	COMMUNITY LEVEL	EQUAL GROUP
	3	COMPOUNY EQUITY	COMMUNTION	COMMUNTION	COMMON GROPP	GROUP MEETING	EQUAL GROUP	COMMUNITY LEVEL	EQUAL GROUP
Climate Change	1	MEET GRIEF BASE	WINDER CHANGE ABOUT	MISS CHANG ABOUT//	MISS CHANG// GROUND//	HOPE CHANGE ENVIRONMENT	HOPE CHANGE AREA	EXPECT CHANGE AROUND	HIDE CHANGE AREA
	2	WIND GRIEF AREA	WIND GRIEF ROUND	MISS CHANGE GROUND//	MISS CHANGE GROUND//	HOPE CHANCE ENVIRONMENT	HOPE CHANGE AREA	Expect Change Environment	MOVE CHANGE AREA
	3	WIND GRIEF AREA	WIND GRIEF ROUND	WIND CHANGE ABOUT	MISS CHANGE AREA	HOPE CHANGE ENVIRONMENT	MOVE CHANGE AREA	EXPECT CHANGE ENVIRONMENT	CHANGE AREA
Constituency	1	COMMUICATIO N	COLLECT	COMMUNTION ABOUT//	COMMON	OUR//	COLLECT	COLLECT	COLLECT COLLECT
	2	COMPOSITION	COLLECTION	(COLLECT	COLECT	ROUND US	COLLECT	COLLECT	COLLECT COLLECT
	3	COLLECT	COLLET	COLLECT	COLLECT	OUR	COLLECT	COLLECT	COLLECT COLLECT
County	1	ABOUT	RONUD	ABOUT//	GROUND//	ENVIRONMENT	ENVIRONMENT	AREA	AREA
	2	ROUND	ROUND	AREA	GROUND//	ENVIRONMENT	AREA	AREA	AREA
	3	BASE	ABOUT	AREA	GROUND	ENVIRONMENT	AREA	ENVIRONMENT	AREA
Decentralization of decision making	1	AGAIN OF DEICDE WORK	MOVET OF CH WORK	PUT OF DECIDE DO//	PUT OF DECIDE TURN//	REMOVAL OF// DECISION MAKING	PUT OF DECIDE CATCH	INVOLVE OF DECISION MAKING	EXPENSIVE OF DECIDE WORK
	2	AGAIN OF DECIDE WORK	AGAIN OF DECIDE WORK	MOVE OF DECISDE ACHIVE	PUT OF DECIDE WORK//	REMOVAL OF DECISION MAKING	PUT OF DECISION CATCH	REMOVE OF DECISION MAKING	REMOVE OF DECIDE MAKE/Removal of decision making
	3	AGAIN OF DECIDE WORK	MOVE OF DECIDE WORK	PUT OF DECIDE DO	AGIN OF DECIDE WORK//	REMOVAL OF DECISION MAKING	MOVE OF DECIDE CATCH	REMOVAL OF DECISION MAKING	REMOVE OF DECISION MAKE
Devolved Government	1	BURRY MINISTER PROECTIVE	SUFFECT NAIROBI LOVE NAIROBI	PUT MINISTER // DEAR MINISTOR//	PUT MINISTER// CHANGE MINISTER	FOLLOW ALONE DEAR	MOVE ONE DEAR ONE	FOLLOW ALONE DEAR ONE	BACK NAIROBI DEAR ONE
	2	BURRY MINISTER MINISTER PROECTIVE	SUFFER NAIROBI LOVE NAIROBI	FOLLOWING MINISTOR DEAR MINISTOR	PUT MINESTER// CHANG MINESTER//	PUT PRESIDENT DEAR	MOVE MINISTRY DEAR ONES	MOVE ALONE DEAR ONE	MOVEMENT WHERE DEAR ONES
	3	MINISTER PROECTIVE	MOVE NAIROBI LOVE NAIROBI	FOLLOWING FOR DEAR MINISTOR	PUT MINIESTER// CHANGE MINIESTER//	PUT MINISTRY DEAR MINISTRY	MOVEMENT ONE DEAR ONE	MOVE ALONE DEAR ONE	MOVEMENT ONLY DEAR ONES

Dissolution	1	EFFECT	EFFECT	GIVE//	GIVE	GIVE	BOOK	ENCOURAGE	BOOK
	2	EFFECT	CLASS	GIVE	SO CARRY	GIVE	SERVE	ENCOURAGE	PLACE
	3	EFFECT	EFFECT	GIVE	GIVE//	GIVE	SERVE	ENCOURAGE	SOLUTION
Election	1	VOTE	VOTE	VOTE//	VOTE//	VOTE	VOTE	VOTE	VOTE
	2	VOTE	POSSIBLE	VOTE	VOTE	VOTE	VOTE	VOTE	VOTE
	3	VOTE	POSSIBLE	VOTER	VOTE	VOTE	VOTE	VOTE	VOTE
Environment	1	BASE	ROUND	ABOUT//	GROUND//	ENVIRONMENT	AREA	AREA	AREA
	2	AROUND	ROUND	GROUND	GROUND//	ENVIRONMENT	ENVIRONMENT	Environment	AREA
	3	AROUND	ROUND	ABOUT	AREA	ENVIRONMENT	AREA	ENVIRONMENT	AREA
Environment for the future we want	1	FOR THE NEXT ABOUT WANT	FOR THE NEXT THIS NEED	FOR THE NEXT GROUND WANT	FOR AGO NEXT WE BEEN//	FOR THE NEXT WE THANK	FOR THE NEAR NOW WANT	YOUR TEST NEAR ME WANT	FOR THE MOVEMENT WE WANT
	2	FOR THE NEXT THIS WANT	FOR THE NEXT THIS NEED	FOR THE NEXT ROUND WANT	FOR KENYATT NEXT WE NEED	FOR THE NEXT WE THANK	FOR THE NEAR NOW WHY	YOU'RE THE NEXT AREA WANT	FOR THE MOVEMENT AROUND WANT
	3	THE THE NEXT THIS WANT	FOR THE NEXT THIS NEED	FOR THE NEXT ABOUT THANKS	FOR KENYATTA NEXT THIS BEED//	FOR THE NEXT WE THANK	FOR THE NEAR NOW WHY	FOR THE NEXT -- ----- WANT	FOR THE MOVE AROUND WE WANT
First Medium Term Plan	1	ONCE CARD TEMURDIED ARRAGE	ONOLY COMMUCTION TEAM TRAIN	ONLY CARD TEST TAIN	ONLY CARD TESTONY PANE//	FIRST GROUP SHOW PREPARE//	ONE COMPETE TESTIFY ORGANISE	ALONE GROUP TESTIMONY PLAN	ALONE GROUP TITLE PREPARE
	2	ONCE CENFTERICE TEAM ARRAGE/PLAIN	ONCE GROUP TERM TRAIN	THE RIOE GROUND TESTEMEMT TAIN/	ONLY GRUP TEST THIN//	FIRST GROUP SHOW PREPARE	THE COMBINE TEAM PLAN	ALONE GROUP TEST PREPARE	FIRST GROUP TEMPT PREPARE/The first group tempted preparation
	3	ONCE COMPANY TEAM PLAN	NAIROBI GROUP TERM TRAIN	ONLY CARD TEST PATTI//	ONLY GROUP TESTAMENT PANE//	FIRST GROUP SHOW PREPARE	THE GROUP RULE PLAN	ALONE GROUP TEST PREPARE	ALONE WITHOUT TRUE PREPARATION
Gangster	1	PAST	PAST	SHOULD//	AGO//	ROBBER	YESTERDAY	ROB	HATE
	2	PAST	PAST	SHOULD//	BACK	ROBBER	ROBBER	ROB	HATE
	3	PAST	PAST	WAS	BACK//	ROBBER	ROBBER	ROB	HATE
Global Warming	1	CLASS PAST	CLASS EAT	COMMATY BANT	COMMIONY BEST//	WORLD ANSWER	COMMUNITY THERE	WORLD PREACH	CLASS NOTHING
	2	CLASS FINISH	CLASS THANK	COMMUUTION TANT	COMMITION HOME AGO//	WORLD ANSWER	COMMUNITY NOTHING	WORLD PREACH	WORLD NOTHING
	3	CLASS ANSWER	CLASS THANK	COMMUNTY THANKS//	COMMITOIN FINISH//	WORLD ANSWER	COMMUNITY NOTHING	WORLD PREACH	CLASS NOTHING
Intergovernmental Fiscal Relations	1	SOUP RELATION	KNEEL RECUTION	BEFORE RONRENTON	ARRIVED REGIOUR//	PAY RELATIVE//	BEFORE RELATION	LEARN RELATIONSHIP	IT RELATIVE/ RELATIONSHIP
	2	SOUP RELATION	KNEEL RELATION	ARRIVED NUMBER//	ARRIVE RELATION	PAY RELATIVE	BEFORE RELATION	LEARN RELATIONSHIP	IT RELATIONSHIP
	3	SOUP	KNEEL	AGIN NUMBER	ARRIVE	PAY RELATIVE	BEFORE	LEARN	THE

		RELATION	RECOTION		RELATION//		RELATIONSHIP	RELATIONSHIP	RELATIONSHIP
Leader of Government	1	SKILL OF MINISTER	LEADER OF NAIROBI	LEAD OF MINISTOR//	LEAD OF MINISTER//	LEADER OF ONLY	LEADER OF MINISTRY	LEADER OF MINISTRY	SKILL OF MINISTRY
	2	SKILL OF MINISTER	LEADER OF NAIROBI	LEAD OF FOR	LEAD OF MINISTER//	LEADER OF MINISTER	SKILL OF WHERE	LEADER OF MINISTRY	COUNTY OF NAIROBI
	3	SKILL OF MINISTER	LEADER OF NAIROBI	LEAD OF MINISTRY	LEAD OF MINISTOR	LEADER OF MINISTRY	COUNTY OF NAIROBI	LEADER OF MINISTER	SKILL OF
Leader of Official Opposition	1	SKILL OF OFF OPPOSITION	LEADER OF SMART NOTHING PARCTION	LEAD OF FREE OPPOSITION//	LEAD OF FREE OPPITON	LEADER OF OFFICIAL ENEMY	LEADER OF OFFICIAL OPOSITION	LEADER OF OFFICIAL OPPOSITION	SKILL OF OFFICIAL OPPOSITE
	2	SKILL OF OFF OPPOSITION	LEADER OF FASCTIE SUCCUFUL	LEAD OF NOTHING OPPOSITION	LEAD OF FREE ENMIES//	LEADER OF OFFICIAL ENEMY	SKILL OF IMPORTANT OPPOSITE	LEADER OF OFFICIAL OPPOSITION	SKILL OF OFFICIAL ENEMY
	3	SKILL OF OFF OPPOSITION	LEADER OF SMART PRACTIOR	LEAD OF FREE OPPOSITION	LEAD OF FREE ENMIES	LEADER OF OFFICIAL ENEMY	SKILL OF OFFICIAL OPPOSITION	LEADER OF OFFICIAL OPPOSITION	SKILL OF OFFICIAL ENEMY
Livelihood Opportunities for People With Disabilities	1	SEIF WAY FOR PEOPLE TOGETHER MAGAEMENT	ME LAST ALLOW FOR CHREST TOGETHER MOVE	LIFE// WAY// FOR// PEOPLE// WITH// VOTE//	LIFE WAY/WAY FOR PEOPLE WITH INABLETY	LET PREPARE FOR PEOPLE WITH DISABILITY	LIFE PREPARE FOR PEOPLE WITH DISABILITY	LIFE PREPARE FOR PEOPLE WITH DISABILITY	LIFE PREPARE FOR PEOPLE WITH DISABILITY
	2	LET WAY FOR PEOPLE TOGETHER	LIVE ALLOW FOR CHEST TOGTHOR MOVE	LIFE WAY/WAY FOR PEOPLE WITH VOTE	LIFE WAY/WAY FOR PEOPLE WITH DISABLE//	LET PREPARE FOR PEOPLE WITH DISABILITY	LIFE PREPARE FOR PEOPLE WITH DISABILITY	Life Prepare your people with disability	LIFE PREPARE FOR PEOPLE WITH DISABILITY
	3	LET WAY FOR PEOPLE TOGOTHER MAGAGEMENT	LIST ALLOW FOR CHEST TOGTHOR MOVE	LIFE WAY FOR HAPPY TOGETHE VOTE	LIFE WAY/WAY FOR PEOPLE WITH DISABLE//	LET PREPARE FOR PEOPLE WITH DISABILITY	LIVE PLAN FOR PEOPLE WITH DISABILITY	LIFE PREPARE YOUR PEOPLE WITH DISABILITY	LIFE PREPARE YOUR PEOPLE WITH DISABILITY
Mace	1	WONDER	WONDER	LOAD	LAID	WONDER LISTEN	ARMY	ARMY	ARMY
	2	WONDER	POISBLE	LOAD	LAID	ANOUNCE	ARMY	ARMY	WONDER
	3	WONDER	WONDER	LOAD	LAID	ANOUNCE	ARMY	ARMY	ARMY
Millennium Development Goals	1	WIN COME OBJECT	WINN ONE WINN OBEJCTI	ONLY NEXT COME OBJECTIVE	ONE THOUSAND COME FOR TO// GOING	CANNOT ABOUT OBJECTIVE	ONE CANNOT CONTINUE AIM	CANNOT CONTINUE AIM	CAN NOT CONTINUE AIM
	2	WINN COME OBJECT	WINN ONE WINN OBJECTI	ONLY COME COME OBJECTION//	ONE THOUSAND COME INTENTION// GO	CANNOT ABOUT OBJECTIVE	ONE CANNOT CONTINUE AIMING	CANNOT CONTINUE AIM	CAN NOT CONTINUE AIM
	3	WIN COME	WINN 1 WINN	ONLY COME	ONE	CANNOT	ONE CANNOT	CANNOT	CAN NOT

		OBJECT	OBEJCTI	COME OBJECTOTION	THOUSAND GO COME INTENTION//	CONTINUE OBJECTIVE	CONTINUE AIMING	CONTINUE AIM	CONINUE AIM
Notice of Motion	1	CHART OF FOLLOW	WELL OF MOVE	CHART OF FOLLOWING//	CHART OF FLOWING//	NOTICE OF MOVE	POSTER OF FOLLOW	POSTER OF FOLLOW	POSTER OF FOLLOW
	2	CHART OF MOVEMENT	WELL OF MOVE	FOLLOWING OF WALK	CHART OF FOLOWING	NOTICE OF VOTE	POSTER OF MOVEMENT	NOTICE OF FOLLOW	POSTER OF MOVEMENT
	3	CHART OF MOVEMEN	FOLLOWING OF MEANT	NOTCE OF FOLLOWING	CHART OF FOLOWING//	NOTICE OF VOTE	POSTER OF STAND	NOTICE OF MOVEMENT	POSTER OF MOVEMENT
Parliamentary	1	AWAY	ABOVE	ABOVE//	AWAY	ABOVE	ABOVE	ABOVE	ABOVE
	2	AWAY	ALWAY	ABUVE	ABOVE	ABOVE	ABOVE	ABOVE	ABOVE
	3	AWAY	ALWAYS	ABOVE//	ABOVE	ABOVE	ABOVE	ABOVE	ABOVE
Parliament Law	1	AWAY LAWYER	ALWAY LAWYER	ABOVE// LAW//	ABOVE LAW//	ABOVE LAW	ABOVE LAW	ABOVE LAW	ABOVE UNDERSTAND
	2	AWAY LAWYER	AWAY LAWYER	ABUOVE LAW	ABOVE LAWYER//	ABOVE LAW	ABOVE LAW	ABOVE LAW	ABOVE LAW
	3	AWAY LAWYER	EVENTER LAWYER	ABOVE IAW//	ABOVE LAWYER//	ABOVE LAW	ABOVE LAW	ABOVE LAW	ABOVE LAW
Parliament Rule	1	AWAY RULE	ALWAY RESTUN	ABOVE// ROLE	ABOVE ROLE	ABOVE RULE	ABOVE RULE	ABOVE RULES	ABOVE SHOW
	2	AWAY RULE	AWAY RULE	ABUOVE ROLE	ABOVE ROLE	ABAVE RULE	ABOVE RULE	ABOVE RULES	ABOVE RULE
	3	AWAY RULE	ALWAY RULE	ABOVE ROLE//	ABOVE ROLE	ABOVE RULE	ABOVE RULE	ABOVE RULE	ABOVE RULE
Parliament Standing Order	1	EVENING STAND TRAIN	ALWAY STAND TRAIN	ABOVE STAND// ORDER	ABOVE STAND THIN//	ABOVE STAND PREPARE	ABOVE STAND PLAN	ABOVE STAND PREPARE	ABOVE STAND PREPARE
	2	AWAY STAND TRAIN	ALWAY STAND TRAIN	ABOVE STAND PATTLE	ABOVE STAND PANE	ABOVE STAND PREPARE	ABOVE STAND ORGANIZE	ABOVE STAND PLAN	ABOVE STAND PREPARE
	3	AWAY STAND TRAIN	ALWAY STAND TRAIN	ABOVE STAND PATTLE	ABOVE STAND PANE//	ABOVE STAND PREPARE	ABOVE STAND PLAN	ABOVE STAND PREPARE	ABOVE STAND PREPARE
Peace	1	PEACE	HEATH	CLOSE	PEACE	PEACE	PEACE		PEACE
	2	PEACE	HEATH	PIACE/	PEACE	PEACE	PEACE	PEACE	PEACE
	3	PEACE	HEATH	PLACE	PEACE	PEACE	PEACE	PEACE	PEACE
Peace and Development	1	PEACE WITH COME	HEATH PRAYER WINN	PEACE WITH COME	PEACE WITH COME//	PEACE WITH CONTINUE	PEACE WITH CONTINUE	PEACE TOGETHER CONTINUE	PEACE TOGETHER CONTINUE
	2	PEACE TOGOTHER COME	HEATH PARYER WINN	PLACE TOGETHING ROME	PEACE WITH COME//	PEACE WITH EVERYBODY	PEACE WITH CONTINUE	PEACE TOGETHER CONTINUE	PEACE WITH CONTINUE
	3	PEACE TOGOTHER COME	HEATH PRAYER WINN	PIEACE TOGETHER COME	PEACE WITH COME//	PEACE WITH EVERYBODY	PEACE WITH CONTINUE	PEACE TOGETHER CONTINUE	PEACE TOGETHER CONTINUE
Reform Agenda in Kenya	1	GRIEF RULE IN ANONCE	CHANGE APOSITE IN	CHANG TESTEMENT IN	CHANGE LETTER IN	CHANGE SHOW IN KENYA	CHANGE RULE IN POLITICS	CHANGE SHOW IN POLITICS	CHANGE SHOW IN THE

			AGO	ANNOURSER	KENYATT//				
	2	GRIEF AFRICA IN ANNONCE	GRIEF AFRICA IN ANNONCE	CHANGE TEST IN ANNOURS	CHANGE TESTAMENT IN KENYATTA//	CHANGE SHOW IN KENYA	CHANGE SHOW IN POLITICS	Change Show In Politics	CHANGE SUBJECT IN THE
	3	GRIEF AREA IN ANNONCE	GRIEF AFRICA IN ANNONCE	CHANGE ADULT IN ADIOUS...	CHANGE ROLE IN KENYATTA //	CHANGE SHOW IN KENYA	CHANGE SUBJECT IN POLITICS	CHANGE SHOW IN POLITICS	CHANGE SHOW IN THE
Role of Civic Education	1	HOPE OF COUNTRY KNOW	CARE OF COUNT EDUCUION	RESPONSIBLME NT OF OCARNETICER KNOW//	DEPANT OF COUNRY KNOW//	RESPONSIBLE OF COUNTY EDUCATION	RESPONSIBILITY OF CHARACTER KNOW	RESPONSIBLE OF CHARACTER KNOW/ It is your responsibility to know the character of your relationship.	RESPONSIBLE OF CHARACTER KNOW/It is our responsibility to know the character)
	2	CARE OF COUNTRY KNOW	CARE OF COUNT EDUCATION	DENPET OF COUNRY KNOW	DEPENDENCE OF COUNTRY KNOW	RESPONSIBILITY OF COUNTY EDUCATION	RESPONSIBILTY OF CHARCATER KNOW	DEPENDENCY OF CHARACTER KNOW	RESPONSIBLE OF CHARACTER KNOW
	3	HOPE OF COUNTRY KNOW	CARE OF COURT EDUCATION	PENPET OF COURT KNOW	DEPENDENCE OF COUNTRY KNOW	RESPONSIBILITY OF COUNTY EDUCATION	RESPONSIBILITY OF CHARACTER KNOW	RESPONSIBLE OF CHARACTER KNOW	DEPEND OF CHARACTER KNOW
Role of Public Communication	1	HOPE OF GENEREL COMMUNICA TION	CARE OF GENERAL COMMITION	RESPONBILIF OF BORDAFY COMMUNTRY	DEPAMENT OF EXPORT COMMUNTY	RESPONSIBLE OF GENERAL COMMUNICATE//	RESPONSIBILITY OF BROAD COMMUNICATIO N	RESPONSIBLE OF OPEN COMMUNICATIO N	RESPONSIBLE OF OPEN COMMUNICATI ON/Be Responsible for Open Communication
	2	HOPE OF GENERAL COMMAICATIO N	CARE OF GENERAL COMNITION	DENPET OF CORRENT COMMANUTIO N	DEPENDENCE OF GENERAL COMMUNICATI ON//	RESPONSIBILITY OF GENERAL COMMUNICATION	RESPONSIBILITY OF BROAD COMMUNICATIO N	RESPONSIBLE OF OPEN COMMUNICATIO N	DEPENDS OF OPEN COMMUNICATI ON/Depends on open communication
	3	HOPE OF GENERAL COMMAICATIO N	CARE OF COMMUITION	PENPET OF OPPINTUS COMMAUNITIO R	DEPENDENCE OF GENERAL COMMUNICATI ON//	RESPONSIBILITY OF GENERAL COMMUNICATIO N	RESPONSIBILITY OF BROAD COMMUNICATIO N	RESPONSIBLE OF OPEN COMMUNICATION	DEPEND OF OPEN COMMUNICATI ON
Security	1	SECURITY	SECURITY	PAST	SECURITY	LAST	ROBBER	CHOP	DEAF
	2	SECURITY	SECURITY	PAST	SECANTY	LAST	YESTERDAY	GUARD	DEAF
	3	SECURITY	SECURITY	PAST	SECANTILY	LAST	SOLDIER	GUARD	DEAF
Standing Committees	1	STAND OUR	STAND OUR	STAND OUR//	STAND OUR//	STAND OUR	STAND OUR	STAND OUR	STAND OUR /Our Stand
	2	STAND OUR	STAND OUR	STAND// OUR//	STAND OUT//	STAND OUR	STAND OUR	STAND OUR	STAND OUR

	3	STAND OUR	HAND OUR	STAND OUR	STAND OUR//	STAND OUR	STAND OUR	STAND OUR	STAND OUR
Standing Orders	1	STAND TRAIN	STAND TAIN	STANT THIN//	STAND THIN//	STAND PREPARE//	STAND PLAN	STAND PLAN	STAND PREPARE/Be prepared
	2	STAND TRAIN	STAND TRIAN	STAND// FOLLOWING//	STAND PANE	STAND PREPARE	STAND PREPARE	STAND PLAN	STAND PREPARE
	3	STAND TRAIN	HAND TRAIN	STAND FOLLOWING	STAND PANE	STAND PREPARE	STAND ORGANIZE	STAND PLAN	STAND PREPARE
Strategic Stability	1	WORK ARRAGE HARD WORK	TRAIN HARDWORK	DO PATTLE STRONG//	WORK PANE STORNG//	MAKER STRONG	PLAN STRONG	PEACE CATCH STRONG	WORK PREPARE STRONG
	2	WORK ARRAGE HARDWOR	WORK TAIN HARD WORK	DO TAIN STRONG//	MAKE PANE STRONG	MAKER STRONG	PULL STRONG	WORK PLAN STRONG	MAKE PREPARE STRONG
	3	WORK ARRAGE HARDWORK	WORK TARIN HARD WORK	DO TAIN STRONG	MAKE PANE STRONG//	MAKER STRONG	WORK PLAN STRONG	WORK PLAN STRONG	WORK PREPARE STRONG
Terrestrial Dynamic	1	EARTH HARDWORK	EARTH HARDWORK	EARTH HARD	EARTH STORNG//	EARTH STRONG	EARTH STRONG	EARTH QUAKE	EARTH STRONG
	2	EARTH WORK HARD	EARTH HARDWORK	EARTH STRONG//	EARTH STORNG	EARTH STRONG	EARTH STRONG	EARTH STRONG	EARTH STRONG
	3	EARTH HARDWORK	EARTH HARDWORK	EARTH STRONG	EARTH STRONG	EARTH STRONG	EARTH STRONG	EARTH QUAKE	EARTH STRONG
Terrorist	1	SAVE	GET	SAVE	SAFE	JUNE	ACHIEVE	ACHIEVE	5 6
	2	SAFE	GET	SAVE	SAVE	JUNE	ACHIEVE	ACHIEVE	5 6
	3	SAFE	SAFE	SAVE	SAVE	JUNE	ACHIEVE	ACHIEVE	5 6
The Vision Delivery Board	1	THE LOOK PROECTIVE COURGE	THE LOOK PROTECTED BRAVE	THE LOOK PRECTOR BARVE	THE LOOK PROCTER BRAVE	THE// VISION// PROTECT BOARD	THE VISION PREVENT YOU	THE VISION PROTECT YOUR	THE VISION PROTECT YOUR
	2	THE LOOK PROECTIVE COURGE	THE LOOK PROCTER BRAVE	THE LOOK PRECTOR BRAVE	KENYATT VISITOR PROCTER BRAVE	THE VISION PROTECT BOARD	RECENT VISION PREVENT ME	THE VISION PROTECT YOUR	THE VISION PROTECTS YOUR
	3	THE LOOK PROECTIVE COURGE	THE LOOK PROCTER BRAVE	THE VAGIN PROTER BRAVE	KENYATTA VISITOR PROTECTION BRAVE//	THE VISION PROTECT BOARD	THE VISION PROTECT YOU	THE VISION PROTECT YOUR	THE VISION PROTECTS OUR
The Vision Delivery Secretariat	1	THE LOOK PRECTIVE CHART	THE LOOK PROTECTED CHART	THE LOOK PRECTO AIRPORT	AGO LOOK PROCTER NEAR//	THE VISION PROTECT AVOID//	THE VISION PROTECT PUSH	THE VISION PROTECT MANAGEMENT	THE VISION PROTECT COMPETITION
	2	THE LOOK PROECTIVE GIFT	THE LOOK PROCTER CHART	THE LOOK PRECTOR ARRIVED	KENYATT VISITOR PROCTER FIGH//	THE VISION PROTECT WAR	YESTERDAY VISION PREVENT PUSH	THE VISION PROTECT MANAGE	RIGHTS VISION PROTECTS MANAGEMENT
	3	THE LOOK PROECTIVE	THE LOOK PROCTER	THE LOOK PROTER	KENYATTA VISITOR	THE VISION PROTECT	THE VISION PROTECT	THE VISION PROTECT	THE VISION PROTECT

		FOLLOW	CHART	FOLLOWING	PROCTOR TRANPANE//	ADMINISTRATIO N	MANAGEMENT	MANAGE	MANAGEMENT
Vision 2030	1	LOOK 2030	LOOK 2030	look SOUND OFF//	POPHET SOUND OF	VISION 2030	VISION 2030	VISION 2030	VISION 2030
	2	LOOK 2030	LOOK 2030	LOOK ROBU//	LOOK LOUND OF	VISION 2030	VISION 2030	VISION 2030	VISION 2030
	3	LOOK 2030	LOOK 2030	LOOK SOUND OFF	VISITOR SOUND OF	VISION 2030	VISION 2030	VISION 2030	VISION 2030
Ward	1	GROUP	ABOUT COMMETION	ABOUT COMMUNT	GROUND GROUP	COMMITTEE COMPOUND//	AREA GROUP	COMMUNITY	GROUP AREA
	2	ROUND CENFTERICE	ABOUT COMMCTION	AREA GROUND	GROUND GROUP	AREA COMMUNITY	GROUP AREA	COMMUNITY	AREA GROUP
	3	ROUND GROUP	ABOVE COMMTON	AREA GROUND	GORUP AREA	ENVIRONMENTA L GROUP	AREA GROUP	COMMUNIAL	AREA GROUP

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1. Introduction

In this chapter we recall the theoretical framework derived from Nida & Taber (1982:12):

Translating consists in reproducing in the receptor language
the closest natural equivalent of the source language message,
first in terms of meaning and secondly in terms of style.

This was followed by our resolve to analyse the data according to the closest natural equivalent, the basic communication based on the unity of human beings and the first level of meaning.

Further, Nida and Reyburn (1981: 9) posit that:

No analysis of communication can be complete without a thorough study of the role of the receptors of a message. In the first place, it is important to know about their general background (e.g. their ethnic origins, religious beliefs, educational levels) as well as their linguistic background (e.g. their mother tongue, any supplementary language or languages...).

It is important to mention at this point that in all the translations, each KSL graphic was given more than one meaning.

4.2. Life Is Beautiful, Be Happy and Love Each Other!

From the sign Language Sculpture intended to read *Life is beautiful, be happy and love each other!*, there is no closest natural equivalent and no first level of meaning. The only item with remote connection to basic communication based on the unity of human beings is the mention of the word *love*, albeit in a totally removed context.

4.3. HIV Can Infect and Affect All Us - Try Love and Care

The poster *HIV can infect and affect all of Us—Try love and care* did not fulfil the criteria of closest natural equivalent, nor first level of meaning, nor basic communication based on the unity of human beings. The only word that had a first level of meaning was HIV in a totally misunderstood context.

4.4. Remain Safe, Abstain

Remain safe, abstain had a first level of meaning because almost every informant indicated *avoid*, albeit the spelling was not always correct; and others mentioned *stay protected* and *AIDS affect people*. However, there was no closest natural meaning and any communication on the basis of basic communication based on the unity of human beings was seen only because the informants referred to the third person.

4.5. How to Use a Male Condom

On the poster on *How to use a male condom* the closest natural meaning was found on the title. The first level of meaning was found in that instead of condom several informants already used *Trust* which is a frequently advertised condom; otherwise, except for a few near-meanings on the expiry date, removal from sachet and disposal, the meaning of the message *Remain Safe, Abstain* was not conveyed by any informant.

4.6. Know Your HIV status

The drawing *Know your HIV status* did achieve a closest natural meaning because six out of the eight responses gave the meaning.

4.7. A Glossary of Terminology for Parliamentary and Global Discourse

This glossary is the point of our greatest concern. As mentioned in section 1.6, the terminology was intended for another research study on KSL interpreting of the proceedings of the Kenya National Assembly. As such, the terminology is technical, specialized and beyond the ordinary language realm of Standard Eight pupils. Despite the foregoing, this glossary provided the study with a meaningful way of finding equivalence in all three levels: closest natural equivalence, first level of meaning and equivalence based on the basic communication based on the unity of human beings. It is possible that the terminology would have been translated with greater equivalence were it being translated within context and had there been a standardized KSL dictionary.

When **Adjourn sine die** has been translated as *next, promote, proceed, move, before, improve*, there is a first level of meaning in all the above, except *before*, because they show a possibility forward.

A Food Secure Country which has been translated as *bread protective job, think protective joy, best protect job, protect job, thank protect job, I wish prevent job, wish catch job, eat protect job, more protect job* shows a trace of first level of meaning in *bread* and *job*. On the other hand, a deeper study needs to be undertaken to understand why *job* and *protect* are predominant.

In the phrase **A Globally Competitive and Prosperous Kenya**, it was worth noting the mention *success* and *successful*, compared with *competitive* and *prosperous*.

A first level of meaning has been achieved in the word **Bill** as it has been translated to mean *lawyer* or *law*. It was also translated to mean *understand*, thus a deeper study would probably indicate why.

The meaning of **Caucus** as *meet commit, common group, group meeting, group, equal group, community level* does provide a first level of meaning.

It is of interest to note in **Climate Change** that there is mention of *wind, change ground, change area, change environment*, even though meaning was lost.

The translation of **Constituency** as *composition, collect, collection, common, round us, our*, conveys a level of first meaning which would be born out by the context if it were being translated within a whole message.

County was translated as *about, round, base, area, ground, environment*, which approaches a close natural equivalence since the word stands alone and not within context.

Translating **Decentralization of decision-making** as *again of decide work, move of decide work, put of decide do, put of decide turn, put of decide work, removal of decision making, put of decide catch, involve of decision making, remove of decision making, remove of decision make*, indicates that equivalence and meaning would be found within context. A deeper study would explain why there was also a translation *expensive of decide work*.

Devolved government was translated as *burry minister, dear minister, following ministor dear ministor, put minister// change minister, follow alone dear, put president dear, put*

ministry dear ministry, move one dear one, move ministry dear ones, movement one dear one, move alone dear one, back Nairobi dear one, movement where dear ones, movement only. There is indication that here is movement but meaning and equivalence are lost.

The translation of **Dissolution** as *effect, class, give, so carry, book, serve, encourage, place, solution* shows that the audience would have reacted in various ways on receiving the message, however the word stands alone and perhaps meaning would be understood differently if the word was within a certain context.

Translating **Election** as *vote* by all, except one pupil who translated it as *vote* on the first instance and gave an alternative as *possible* on the other two options indicates a first level of meaning which is very near to the closest natural meaning.

Environment was translated as *base, around, round, ground, about, area*, which is the first level of meaning and as *environment* which is the real meaning.

To translate **Environment for the future we want** one needed more background information, thus without context and without the background knowledge, translating **environment for the future we want** as *for the next about want, for the next this want, for the next this need, for the next ground want, for the next round want, for the next about thanks, for ago next we been, for Kenyatt next we need, for Kenyatta next this beed, for the next we thank, for the near now want, for the near now why, your test near me want, you're the next area want, for the movement we want, for the movement around want, for the move around we want* indicates a first level of meaning, especially since the word next is constant.

First medium term plan was translated as *once company team plan, once group term train, Nairobi group term train, only group testament pane, first group show prepare, compete testify organise, the combine team plan, the group rule plan, alone group testimony plan, alone group test prepare, alone group title prepare, first group tempt prepare/the first group tempted preparation, alone without true preparation.* Here we have a first level of meaning as the term stands alone and not in context.

The translations for **Gangster** as *past, should, was, ago, back, robber, yesterday, rob, hate* indicates that there must be several similar signs.

To appropriately translate **Global warming**, one needs background information thus the fact that *world* appears indicates a first level of meaning in the following translations: *world answer, world answer, world preach, world nothing*.

Translating **Intergovernmental Fiscal Relations** is worthy of note because the terms *relation* and *number pay* are mentioned. In normal circumstances, one would need background information and a technical dictionary.

Leader of Government was translated as *skill of minister, leader of Nairobi, lead of ministior, lead of for, lead of ministory, lead of minister, leader of only, leader of ministry, skill of where, county of Nairobi; skill of ministry* which has a degree of first level of meaning but which indicates that signs for *skill* and *lead* or *leader* are similar.

The translations for **Leader of Official Opposition** were *skill of off opposition, leader of smart nothing parction, leader of fasctie succuful, leader of smart practior, lead of free opposition, lead of nothing opposition, lead of free oppiton, lead of free enmies, leader of official enemy, leader of official oposition, skill of important opposite, skill of official opposition, leader of official opposition, skill of official opposite, skill of official enemy*. There is natural closest equivalence in leader of official opposition. This came from the teachers. There is also a first level of meaning because *opposition, enemy, opposite* mean the other side. Yet again *skill* and *lead* or *leader* are used as if they mean the same, thus the sign must be same or very similar.

Livelihood Opportunities for People With Disabilities was translated as *seif way for people together magaement, let way for people together, let way for people together magagement, me last allow for chrest together move, live allow for chest togther move, list allow for chest togther move, life// way// for// people// with// vote//, life way/way for people with vote, life way for happy togethe vote; life way/way for people with inabilityy, life way/way for people with disable//, let prepare for people with disability, life prepare for people with disability, live plan for people with disability, prepare your people with disability, life prepare for people with disability; life prepare your people with disability*. Although there is a first level of meaning with the phrase people with disability, there is no meaning to be understood and reacted to by the whole audience.

The fact that **Mace** has been translated as *wonder, poisble, load, laid, wonder listen, announce, army*, indicates in the first instance that one needs background information to know what mace is and in the second instance that there are many signs meaning the same.

The translation of **Millennium Development Goals** was *win come object, winn one obejcti, only next come objective, only come objection, one thousand come for to//going, one thousand come intention go, one thousand go come intention//, cannot about objective, cannot continue objective, one cannot continue aim, one cannot continue aiming cannot continue aim*. Mention of *object, thousand, aim* indicates a first level of meaning and with background information and a technical dictionary closest natural meaning is possible.

Notice of Motion is translated as *chart of follow, chart of movement, well of move, following of meant, chart of following, following of walk, notice of following, chart of flowing, chart of folowing, notice of move, notice of vote, poster of follow, poster of movement, poster of stand by, notice of follow, notice of movement, poster of follow, poster of movement*. *Notice* and *move* would give a first level of meaning but background knowledge and technical dictionary are required. Further, this indicates that the words *move, movement, follow, following* have a similar sign.

Parliamentary has been translated as *away, above and always*. *Above* is a first level of meaning, to be understood within context. However, there is no meaning if *above* has to be confused with *away* and with *always*.

Translating **Parliament Law** as *away lawyer, always lawyer, eventer lawyer, above law, above lawyer, above understand* indicates that the audience would not receive the same message. Further *above law* appears to mean a law belonging to above, whereas there is a different meaning for *above law*, meaning those who may not be punished by the law.

Parliament Rule is translated as *away rule, always restun, always rule, above role, above rule/s, above show*. *Rule, role* and *show* appear to have the same sign.

Parliament Standing Order translated as *evening stand train, away stand train, always stand train, above stand//order, above stand pattle, above stand thin, above stand pane,*

above stand prepare, above stand plan, above stand organize, above stand prepare. The words *Parliament, away, always, above* appear to have the same or a similar sign; *train, thin, order, plan organize, prepare* also appear to have the same or a similar sign. Meaning and equivalence are lost.

Peace is translated as *peace* in most of the three options by all the informants but there are three alternatives: *heath* (most probably meaning *health*), *close* and *place*. While closest natural equivalent, in fact real meaning, is achieved, a question arises as to why *health, close* and *place* would be translated to mean *peace*.

The translations for **Peace and Development** are given as *peace with come, peace together come, heath prayer winn, place togething rome, pieace together come, peace with continue, peace with everybody, peace with continue, peace together continue.* *Development* here is translated as progress forward or come. Meaning is lost.

Reform Agenda in Kenya translated as *grief rule in anonce, grief Africa in annonce, grief area in annonce, change apposite in ago, grief Africa in annonce, chang testament in annourser, change test in annours, change adult in adious..., change letter in Kenyatt//, change testament in Kenyatta//, change role in Kenyatta//, change show in Kenya, change rule in politics, change show in politics, change subject in politics, change show in the, change subject in the. Change show in Kenya and change show in politics* offer the first level of meaning but meaning is lost in all the other translations. To appropriately translate this phrase, one needs background knowledge.

Role of Civic Education is translated as *hope of country know, care of country know, care of count education, responsiblment of ocarneticer know//, denpet of country know, penpet of court know, depant of counry know//, dependence of country know, responsible of county education, responsibility of county education, responsibility of character know, responsible of character know//, it is your responsibility to know the character of your relationship, dependency of character know, responsible of character know, it is our responsibility to know the character), depend of character know. Role, care, responsibility, responsible, dependence* all seem to have same or similar meaning;

education, character and know seem to share same or similar meaning; *civic, country, count, county, court, relationship* also seem to share same or similar meaning. Equivalence is lost.

The **Role of Public Communication** has been translated as *hope of general communication, care of general commotion, care of commuiction comnition, responbilif of bordafy communtry, denpet of current commanuion, penpet of oppintus commaunition, depament of export community, dependence of general communication//, dependence of general communication, responsible of general communicate, responsibility of general communication, responsibility of broad communication, responsible of open communication, responsible of open communication, be responsible for open communication, depends of open communication, depend of open communication*. Communication is the only constant but it does not supply equivalence.

Security has been translated as *security, secanty, secantily, robber, yesterday, soldier, chop, guard* and as *deaf*. While there is closest natural equivalence security, in fact true meaning, there are too many disparate words to mean the same or similar to security and one wonders if this has to do with the sign

Standing Committees was translated as *stand our* by all informants except that two pupils gave alternatives as *hand our*; and *our stand*. Meaning and equivalence are lost.

Standing Orders has been translated as *stand train, stand tain, stand trian, hand train, stant thin//, stand//following//, stand hin//, stand pane, stand prepare//, stand plan, stand prepare, stand organize, stand plan, stand prepare, be prepared*. There is no meaning and no equivalence.

The translation for **Strategic Stability** gives a degree of first level of meaning due to the terms *work, plan, prepare, strong*, but meaning and equivalence are lost with the translations which are as follows: *work arrage hard work, train hardwork, work tain hard work, work tarin hard work, do pattle strong//, do tain strong//, work pane strong//, make*

pane strong, maker strong, plan strong, pull strong, work plan strong, peace catch strong, work plan strong, work prepare strong, make prepare strong.

Another terminology worthy of special note is **Terrestrial Dynamic**: the translations mention *earth* and *earth quake*, yet this is highly technical and specialised terminology. In normal circumstance one would need background information and a technical dictionary to understand this term. The translations also included *earth hardwork, earth hard, earth strong*, and *earth quake*.

Terrorist has been translated as *save, safe, get, June, achieve, 5 6*. This term appears to have too many alternative equivalences and meanings, presumed to owe perhaps to the varied mother tongues.

Even if on one translation for **The Vision Delivery Board** the term *boards* and *vision* appear, equivalence is lost in the following translations: *the look proective courge, the look protected brave, he look procter brave, the look procter brave, the look prector barve, the look precor brave, the vagin proter brave, the look procter brave, Kenyatt visitor procter brave, Kenyatta visitor protection brave//, the// vision// protect board, the vision prevent you, recent vision prevent me, the vision protect you, the vision protect your.*

Though two translations, *the vision protect administration* and *the vision protect management* give a first level of meaning, translation of **The Vision Delivery Secretariat** lost equivalence in the following translations: *the look prective chart, the look proective gift, the look proecive follow, the look protected chart, he look procter chart, the look precto airport, the look prector arrived, the look proter following, Ago look procter near//, Kenyatt visitor procter figh//, Kenyatta visitor proctor tranpane, the vision protect avoid, the vision protect war, the vision protect push, yesterday vision prevent push, the vision protect management; the vision protect manage; the vision protect competition, rights vision protects management.*

With the terms *look* and *prophet sound*, the translation for **Vision 2030** offers a first level of meaning and of course with Vision 2030 the true equivalence in the following translations: *look 2030, look sound off// and look robu//, prophet sound of, look lound of, visitor sound of, vision 2030.*

Ward has been translated as *group, round cenfterice, round group, about commotion, about commction, above common, about communt, area ground, ground group, group area committee compound//, area community, environmental group, area group, community and communal*. There is a first level meaning to the political or geographical division as group area but it would need to be clarified for an audience. It is noted that the informants did not translate a *hospital ward* thus they were aware that they are working in a political field.

CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This research study set out to investigate challenges of translating and transcribing Kenyan Sign Language. The objectives were as follows:

- i. To investigate challenges of equivalence in KSL translations;
- ii. To investigate any strategies employed to solve challenges of equivalence in translating KSL;
- iii. To determine to which extent this phenomenon may be explained in light of Nida and Taber's theory on equivalence, that "Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style"; and would concentrate on investigating the closest natural equivalent; basic communication based on the unity of human beings; the first level of meaning.

The hypotheses to be tested were the following:

- i. That there are challenges of equivalence in KSL translations;
- ii. That some strategies have been used to solve the challenges of equivalence in KSL translations;
- iii. That Nida and Faber's theory of equivalence addresses some of these challenges of equivalence.

The contents of this chapter summarize the main findings, make conclusions and offer recommendations of the research agenda outlined above.

The study has established that there are challenges of equivalence in translating Kenyan Sign Language emanating mainly from:

- i. Lack of sufficient signs in KSL to cover English words; various Kenyan Sign Language signs that have the same or similar meaning in English; and various Kenyan Sign Language signs that have the same or similar meaning in KSL;

- ii. Varying education levels of KSL users; varying glossary for different fields; and a variety of Kenyan mother tongues and dialects, thus variety of signs for one item;
- iii. Inadequate background information;
- iv. Shortage of materials written in KSL; shortage of dictionaries in KSL; lack of a standardized KSL dictionary; shortage of material translated to KSL;
- v. The use of three official languages in Kenya, which makes it difficult for KSL users to decide whether to translate to English or to Kiswahili, yet on the other hand, English is the language of instruction in Kenyan schools.

As a result of these challenges, KSL users do not usually translate KSL. In view of the foregoing, the translation efforts made in this study are highly commended and they pave way for intensified research into KSL translations.

5.2. Conclusion

The study has established that some strategies were used to solve the challenges of equivalence in KSL translations. The pupils and the KSL and English teachers of Immanuel C., who are not translators, have used these strategies in translating, the major one being resorting to the first level of meaning. In the analysis of these challenges and responses, the study used Nida and Faber's equivalence theory: "Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style"; and has investigated the closest natural equivalent; basic communication based on the unity of human beings and the first level of meaning.

Further, the study has established that these teachers and pupils, not being translators, were unaware that they were using these strategies; and that they used the above three strategies to obtain equivalence: closest natural equivalent; basic communication based on the unity of human beings and the first level of meaning.

In addition, the study has established that:

- i. The deaf obtain meaning from the material translated to KSL; however, not always within context and not always the intended meaning.

- ii. There was a higher level of equivalence obtained when translating the glossary for Parliamentary and global discourse than when translating the public awareness posters. This is worthy of special note because as mentioned in section 1.6, the glossary was meant for another research study on KSL interpreting of the proceedings of the Kenya National Assembly. The terminology is technical and specialized and the vocabulary is way beyond the ordinary language of Standard Eight pupils, be they hearing or be they deaf. The fact that there was a higher level of equivalence in translating this high-level terminology indicates that difficulty in translating KSL would be alleviated if KSL and KSL dictionaries were standardized.
- iii. There is need for additional research to be undertaken with a view to finding ways to seek uniformity in KSL the way there is in English; to obtain sufficient and adequate written and translated KSL material; to build written language competency, in both KSL and English, for KSL users; to build capacity for KSL graphic writers and for KSL translators; to make Kenyans learn and be competent in KSL the way they are in the other two official languages, English and Kiswahili; and to publish a standardized KSL dictionary.

5.3. Recommendations

The study recommends additional research to establish the number of KSL users and KSL students in Kenya as well as their sociological and psychological environment. This will enhance possibilities for research into capacity building in KSL graphic writing and translation in particular, and KSL communication and dissemination in general.

The study further joins KSL scholars (Okoth et al. 2006) in recommending the teaching of KSL from early childhood in all schools for the hearing as well as for the deaf, as is the case with the other two Kenyan official languages, with a view to enhancing inclusiveness in communication in Kenya.

It is our sincere hope that the findings of this study will be of benefit towards the above endeavours and that it will be of use to key stakeholders in the research on KSL translation research in particular, and KSL language and communication research in general.

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GLOSSARY OF TECHNICAL AND SPECIALIZED TERMINOLOGY USED IN THE STUDY: MEANINGS AND EXPLANATIONS

The explanations for the Parliamentary and global discourse terminology are copied from *The Linguistic Challenges Faced by Kenyan Sign Language Interpreters of the Proceedings of the Kenya National Assembly*. Koigi. 2013 (91 - 96). M.A. in Interpretation, a research project report.

The meanings and explanations, which are not exhaustive, are derived from the bibliography as well as from the following sources:

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- <http://www.merriam-webster.com/cgi-bin/book.pl?c11.htm;>
- [http://legal-dictionary.thefreedictionary.com/;](http://legal-dictionary.thefreedictionary.com/)
- Oxford Advanced Learners Dictionary. 2010. OUP. Digital;
- United Nations Organization websites.

A Food Secure Country	The World Food Summit of 1996 defined food security as existing “when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life”. Commonly, the concept of food security is defined as including both physical and economic access to food that meets people's dietary needs as well as their food preferences...Food security is built on three pillars: food availability, food access, food use... http://www.who.int/trade/glossary/story028/en/ 08.07.2013 22h20
Adjourn sine die	Adjourn: To stop a meeting or an official process, especially a trial, for a period of time. Sine die (Latin): without day. As adverb: at no period, at no time, never, never again, on no occasion, without date. A legislative body adjourns sine die when it adjourns without appointing a day on which to appear or assemble again.
A Globally Competitive and Prosperous Kenya	Global Competitiveness: an integration of the macroeconomic and the micro businesses; the productive use of the country's resources; the institutions, policies and other factors that contribute to the current and medium-term

	economic growth, thus providing high prosperity to each citizen and competing well in the world market.
AIDS	The abbreviation for “Acquired Immune Deficiency Syndrome”, an illness which attacks the body’s ability to resist infection and which usually causes death.
Bill	A bill: a proposed law to be considered by a legislature. A bill becomes law after it is passed by the legislature and, in the majority of cases, it is required to be approved by the executive. When a bill is enacted into law, it becomes an Act or a statute.
Caucus	A meeting of the members or leaders of a political party especially to select delegates or to decide policy; a closed meeting of party members within a legislative body to decide on questions of policy or leadership; a group within a legislative or decision-making body seeking to represent a specific interest or influence a particular area of policy; a committee within a political party charged with determining policy; a group of people with similar interests, often within a larger organization or political party; the members or leaders of a political party as a group
Climate Change	Climate change means a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods.
Constituency	One of the 290 geo-political regions of Kenya, each of which provides a member to the Kenyan Parliament. In accordance with Article 89 of the Constitution of Kenya 2010, these constituencies maybe delineated from time to time depending on the population index.
Decentralization of decision-making	This is a process in governments and other entities where the authority to make decisions is distributed among a greater number of people and it gives more authority to the lower ranks. This results in changes in management and

	changes in behaviour within the hierarchy.
Devolved Government	A devolved government is like a decentralized government in that a sovereign state's central government grants powers to various national divisions/regions and those divisions/regions are authorized to legislate as required by the respective division/region. A devolved government is different from a federal government.
Dissolution	Formal dismissal of an assembly or legislature; the act of breaking up an organization, etc; annulment or termination of a formal or legal bond, tie, or contract; the act of officially ending a marriage, a business agreement or a Parliament; the process in which something gradually disappears; decomposition into fragments or parts; disintegration; indulgence in sensual pleasures; debauchery; termination or extinction by disintegration or dispersion; extinction of life; death; reduction to a liquid form; liquefaction.
Elections	The process of choosing a person or a group of people for a position, especially a political position, by voting
Environment	Environment is everything physical and biological that surrounds and affects a living organism: land, water, air, other living organisms, including human beings, and all other structures. Environment is a global subject which involves almost all the physical, socio, economic and political sciences
Environment for the future we want	The UNEP theme for the 5 th Global Environment Outlook (GEO5) which examines populations, atmosphere, land, water, biodiversity, chemicals and waste; and many other processes on planet earth.
First Medium Term Plan	The first Medium Term Plan is for five years within the Kenya Vision 2030 covering the period 2008 to 2012 during which high economic growth was expected.
Global Warming	Global warming, which is attributed to human activity, and is reported to have been higher during the 20 th century, is the increase in global average temperature caused by atmospheric greenhouse gas concentrations. This greenhouse gas effect should occur naturally for a comfortable atmosphere on the planet, but man has accelerated it and states and

	governments are being urged to formulate policies to reduce the human activities that accelerate the greenhouse effect, thus resulting in global warming.
HIV	The abbreviation for “human immunodeficiency virus”, the virus that causes AIDS. The human immunodeficiency virus (HIV) is a retrovirus that infects cells of the immune system, destroying or impairing their function. As the infection progresses, the immune system becomes weaker and the person becomes more susceptible to infections. The most advanced stage of HIV infection is acquired immunodeficiency syndrome (AIDS).
HIV-AIDS	The abbreviation for “human immunodeficiency virus”, the virus that causes AIDS. The human immunodeficiency virus (HIV) is a retrovirus that infects cells of the immune system, destroying or impairing their function. As the infection progresses, the immune system becomes weaker and the person becomes more susceptible to infections. The most advanced stage of HIV infection is acquired immunodeficiency syndrome (AIDS), an illness which attacks the body’s ability to resist infection and which used to cause death. It is reported to be preventable through awareness campaigns, use of preventives such as condoms; and may be manageable through early diagnosis and detection, use of retroviral, eating balanced diets and having a healthy lifestyle
Homa Bay County	Homa Bay County is located on a bay on the shores of Lake Victoria in western Kenya.
Intergovernmental Fiscal Relations	Concerned with generation of revenue and allocation of funds among the subnational divisions in a devolved government or in a decentralized system of government
KCPE	This is the official examination for the Kenya Certificate of Primary Education taken after eight years of formal primary education
Leader of Government	Leader of Government is just Leader of Government but in the new dispensation and Constitution of Kenya 2010, there is a Leader of Majority and a Leader of Minority.

Leader of Official Opposition	Leader of Opposition is just Leader of Opposition but in the new dispensation and Constitution of Kenya 2010, there is a Leader of Majority and a Leader of Minority.
Livelihood Opportunities for People With Disabilities	<p>For effective overall development of the country, the aim is to achieve the following:</p> <ul style="list-style-type: none"> -equitable participation and sharing of wealth which should include all the disadvantaged social groups; -a more inclusive society <p>access to education and appropriate vocational training for these disadvantaged groups in order to enhance their employment opportunities and offer them jobs suited to their capability and which they would enjoy performing or</p> <ul style="list-style-type: none"> -removing all barriers to proper existence -offering appropriate adaptations to physical environments for free movement, e.g. ramps in storey buildings -providing access to information in the appropriate ways, such as Braille and Sign Language -sensitizing the population in order to remove all types of bias and discrimination
Mace	A ceremonial staff borne or displayed as the symbol of authority of a legislative body; A heavy medieval war club with a spiked or flanged metal head, used to crush armor; an aromatic spice made from the dried, waxy, scarlet or yellowish covering that partly encloses the kernel of the nutmeg; a trademark name used for a chemical that makes eyes and skin sting used in aerosol cans to temporarily immobilize an attacker
Male condom	A thin rubber covering that a man wears over his penis during sexual intercourse to prevent the woman from becoming pregnant and to protect both against disease.
Millennium Development Goals	These are eight and are referred to as the UN Millennium Development Goals (MDGs), and they were endorsed in September 2000 by the governments of the 192 member states of the United Nations. The aim is to improve the condition of the human person by: eradicating extreme poverty and hunger, achieving universal primary education,

	promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other disease, Promoting a sustainable environment, engaging in global partnerships for development
Notice of Motion	A notice informing the sitting (and opposition, if any) of the time and place a motion will be heard, the grounds on which it is raised and the relief that is being sought
Parliamentary	That which relates to or is enacted by or is appropriate to or is suitable for a Parliament
Peace	Defined in many ways: calm, quiet, tranquillity; freedom from disturbance; a state where one is free from disquieting, depressing or oppressive feelings; a time when there is no war, disagreement, conflict, hostility; a period of harmony
Peace and Development	This could be defined as the notion that peace brings development and development brings peace and that neither is comfortable without the other.
Reform Agenda in Kenya	This includes judicial, electoral, police, land, and other reforms aimed at addressing injustices and inequalities from the past which are presumed to be part of the causes that led to the 2007/2008 post election violence.
Role of Civic Education	This can be considered to spring from public education which is expected to teach people about personal and governmental accountability emerging from personal and governmental responsibilities and rights which would empower towards good citizenship.
Role of Public Communication	The part which is played by the public communication that reaches many people through television, newspaper, radio, mass mailing, mobile phone SMSs, etc.
Security	A state of being free from any threat or any danger, including terrorism, theft, etc.
Standard Eight	Official primary schooling in Kenya begins with Standard one. On reaching Standard Eight the pupil is examined for the Kenya Certificate of Primary Education which facilitates entrance to secondary schooling.

Standing Committees	Permanent committees in Parliaments or other societies mandated to consider matters relative a particular subject
Standing orders	A standing order is a ruling or an order which governs the procedures to be followed by deliberative bodies such as Parliaments, councils, etc.; a military order that remains irrespective of any changes; an account holder's instruction to a bank to debit and remit a definite amount on a definite date of the month, the quarter, etc.
Strategic stability	For some, it simply means "peace". For many, it is represents many things and rotates around the absence of a need to have and/or to employ nuclear weapons; the lack of war or conflict between states that have nuclear arsenals; a global or regional environment where nations enjoy total security with a harmonious relations and peaceful co-existence. During the cold war it strategic stability was seen to be a nuclear balance between the US and the USSR; these days there is a re-definition to imply a prevention of war between the staes with nuclear arsenals.
Terrestrial Dynamics	Earth's orbital motions and the consequences of the movements thereof. Terrestrial: connected with the planet earth; living on land Dynamics: the sciences of forces involved in movement; the way in which people or things behave in relation to each other in a particular situation
Terrorist	<ul style="list-style-type: none"> • The Oxford Dictionary defines terrorist as "a person who takes part in terrorism"; terrorism as "the use of violent action in order to achieve political aims or to force a government to act". • The http://legal-dictionary.thefreedictionary.com/ defines Terrorist as : abductor, active combatant in the foreign theatre of conflict, anarchist, assailant, assassin, attacker, combatant, demoniac force, destroyer, enemy alien, enemy combatant, enemy force, enemy operation, faction at war, fanatic, foreign assailant, foreign force, hostile force, insurgent, killer, mercenary, militant, murderer, opponent, radical, rebel, revolutionary, revolutionist, savage, subversive force • The United Nations does not have a harmonized definition of terrorism due to lack of agreement on what is

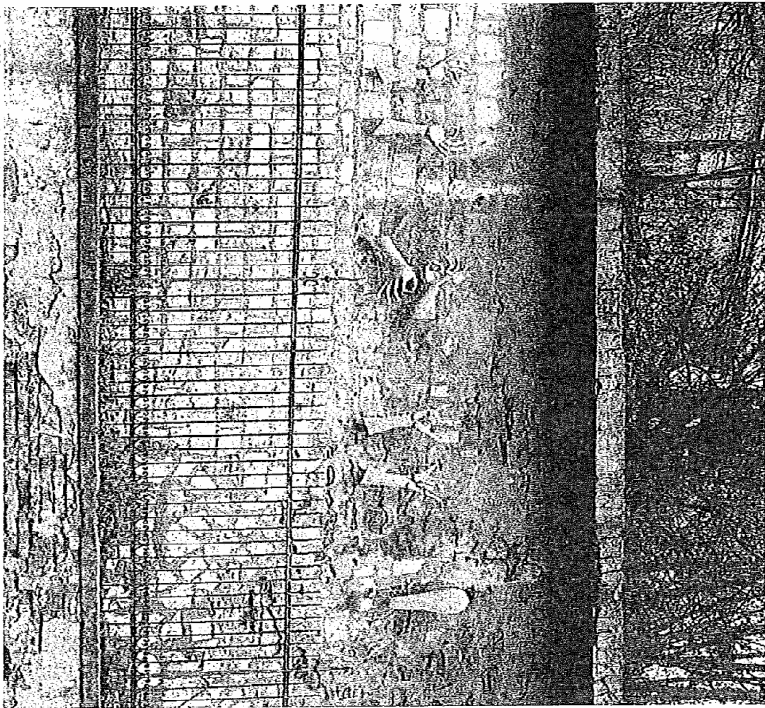
	terrorism and what are armed struggles for self-determination or for liberation from dictatorships or poor governance or similar.
The Vision Delivery Board	The Vision 2030 Delivery Board is the policy-making body also playing an advisory role. Kenya Vision 2030 was launched on 10 June 2008 by President Mwai Kibaki. It portrays the development aims for the period 2008-2030 which is expected to transform Kenya into an all-inclusive society and to include it among the newly industrialized prosperous nations providing high quality life to all citizens.
The Vision Delivery Secretariat	The Vision Delivery Secretariat (VDS) was created by the Kenyan Government with the mandate to provide direction and strategic leadership towards achieving the Vision 2030 goals through timely implementation of the target projects. The Secretariat is managed by a Director-General heading a team of Directors and Secretariat members. The Secretariat is guided by the policy-making Vision 2030 Delivery Board, which also plays an advisory role.
Vision 2030	It is referred to as the Kenya Vision 2030 and is the country's long-term development programme for the period 2008 to 2030, divided in 5-year terms. The Vision aims to provide an all inclusive high quality of life to all citizens, through an industrialized middle-income Kenya .
Ward	A division of a city or town, especially an electoral district, for administrative and representative purposes; one of the divisions of a penal institution, such as a prison; a minor or incompetent person placed under the care or protection of a guardian or court; a person under the protection or care of another; a room in a hospital usually holding six or more patients; a division in a hospital for the care of a particular group of patients; ...

APPENDIX

- Appendix I: KNAD Brochure with caption on Kenyan Sign Language (KSL)
- Appendix II: Life is Beautiful, Be Happy and Love Each Other! Sculpture in sign language
- Appendix III: HIV Can Infect and Affect All Of Us - Try Love And Care
- Appendix IV: Remain Safe, Abstain
- Appendix V: How to Use a Male Condom
- Appendix VI: Know Your HIV status
- Appendix VII: A Glossary of Terminology for Parliamentary and Global Discourse
- Appendix VIII: KNEC Primary Teacher Examination Paper I Kenyan Sign Language (KSL) Receptive Skills, Grammar and Evaluation sample paper
- Appendix IX: KNEC Primary Teachers Examination Kenyan Sign Language (KSL) Paper 2 Part B Methodology
- Appendix X: KCPE 2013 Results Analysis, Special Schools for the Deaf (Hearing Impairment), Directorate of Quality Assurance and Standards
- Appendix XI: KNEC Artisan Certificate Examination Paper
- Appendix XII: Questionnaire Student
- Appendix XIII: Questionnaire Teacher
- Appendix XIV: Institutions Used in the Study: Descriptions and Contacts

Appendix XIV

DOOR :	<p>Deaf Outreach Development Rongai/Maasai Lodge Road, off Magadi Road PO Box 41924-00100, Nairobi, Kenya</p> <p>Works at empowering Deaf Leaders to empower the Deaf; and in KSL Bible translations in video form.</p>
Immanuel C.	<p>Immanuel Christian School for the Deaf PO Box 314 Oyugis Physical: Located in Ringa near Ringa Chief's Camp and Ringa Market, 25Km from Oyugis on Kisii-Oyugis-Kisumu Highway, Rachunyo District, Homa Bay County, Kenya</p> <p>This is a primary school for deaf children.</p>
LVCT Health	<p>LVCT Health (Formerly Liverpool VCT) Hurlingham, off Argwings Kodhek Road PO Box 19835-00202, KNH, Nairobi, Kenya</p> <p>Works towards easier access for all to HIV-AIDS testing, counselling, treatment; with special attention to the most vulnerable to infection and those with special service needs, for example, survivors of sexual violence, persons living with disabilities, etc.</p>
KNAD	<p>Kenya National Association of the Deaf Twiga Towers, 4th Floor, Room 409 Muranga Road off Moi Avenue PO Box 28507-00100, Nairobi, Kenya</p> <p>Creates public Deaf and KSL awareness and offers courses on KSL.</p>
KNEC	<p>Kenya National Examinations Council National Housing Corporation (NHC) Building, Aga Khan Walk and National Bank Building, Harambee Avenue PO Box 73598-00200, Nairobi, Kenya</p> <p>Conducts school, post school as well as other examinations, ensuring validity and reliability.</p>
KSLRP	<p>Kenyan Sign Language Research Project Housed at the University of Nairobi, 8-4-4- Building PO Box 30197-00100, GPO, Nairobi, Kenya</p> <p>KSLRP researches on KSL, teaches KSL to deaf and hearing, trains KSL interpreters, creates awareness of the deaf and deafness and deaf culture, produces material on KSL, one of the most recent being Kenyan Sign Language Interactive, a digital visual dictionary.</p>
KTID	<p>Karen Technical Training Institute for the Deaf Karen Road PO Box 24785-00502, Nairobi, Kenya</p> <p>A national technical training institute for the hearing challenged youth which is reported to serve Kenya and neighbouring countries</p>



Size of this preview: 800 × 600 pixels.
Original file (3,264 × 2,448 pixels, file size: 2.25 MB, MIME type: image/jpeg)



This is a file from the Wikimedia Commons. Information from its description page there is shown below. Commons is a freely licensed media file repository. You can help.

Description Čestina Praha-Smíchov, Holčková, škola pro sluchově postižené, relief ve znakovém jazyce "Život je krásný, buďte šťastní a mějte se rádi" od Zuzany Čížkové.
English: Prague-Smíchov, the Czech Republic. Sign language sculpture "Life is beautiful, be happy and love each other!" by Zuzana Čížková at Holčková at Kobrova Bus Stop in Holččkova Street in Prague near school for hearing impaired people.

Camera 50°04′34.3″N 14°23′55.5″E﻿ / ﻿(http://tools.wmflabs.org/geohack/geohack.php?pagename=File:Holc%C4%8DKova_n%C5%A1pis_ve_znakov%C3%A9_%C5%99%C4%location)﻿ / ﻿50.076194444444_N14.39875_E﻿ / ﻿50.076194444444﻿ 14.39875﻿ (region:CZ, heading:325﻿ (language=cs)

View this and other nearby images on: OpenStreetMap (/loadserver.org/?Eksl0ss6/opendata/overpass.com/csm.php?zoom=16&lat=50.076194444444&lon=14.39875) · Google Maps (/maps.google.com/maps?zoom=16&lat=50.076194444444&lon=14.39875&spn=0.01,0.01&t=k&q=http://loadserver.org/~para/GeoCommons/Ck-sample.htm&hl=en) · Google Earth (/loadserver.org/?Epara/GeoCommons/earth.php?latdegdec=50.076194444444&londegdec=14.39875&scale=10000&contours=1)

Date Taken on 9 December 2011

Source Self-photographed

Author Šilb (cs:Šilb)

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http://en.wikipedia.org/wiki/File:Holc%C4%8DKova_n%C3%A1pis_ve_znakov%C3%A9_%C5%99%C4%8Di.jpg 3/5/2014

Appendix VII



Role of Public Communication

Appendix VIII



Millennium Development Goals



A Food Secure Country



Livelihood Opportunities for People with Disabilities

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Appendix VII

Appendix VII



Reform Agenda in Kenya



Environment



Climate Change



Environment for the future we want



Global Warming



Terrestrial Dynamic

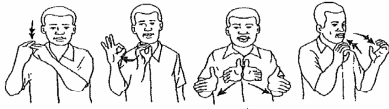


Peace and Development

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Appendix VII



Role of Public Communication

Appendix VII



Millennium Development Goals



A Food Secure Country



Livelihood Opportunities for People with Disabilities

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Appendix VII



Reform Agenda in Kenya



Environment



Climate Change



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Appendix VII



Environment for the future we want



Global Warming



Terrestrial Dynamic



Peace and Development

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Appendix VIII



Peace



Strategic Stability



Peace



Strategic Stability



Security



Terrorist



Gangster



Security



Terrorist



Gangster



Parliament



Standing



Order



37 39

37 39

Appendix VII



Parliament Rule

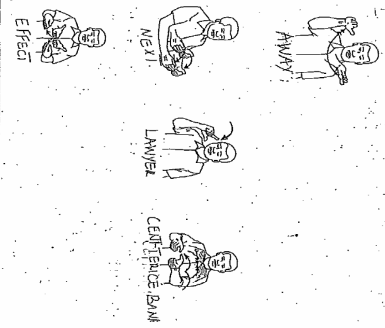


Parliament Law

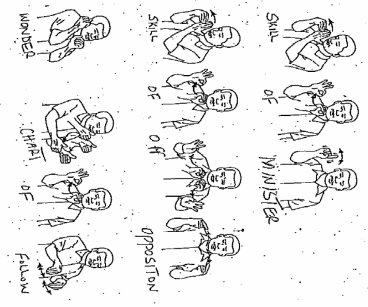


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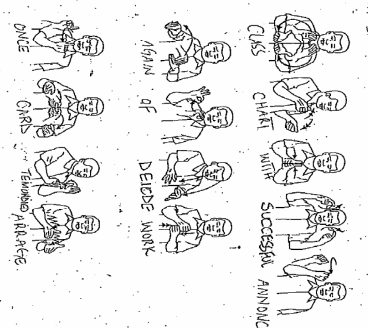
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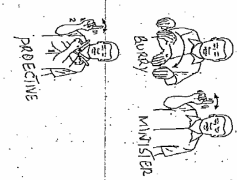
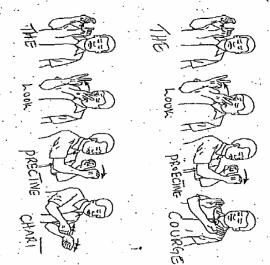
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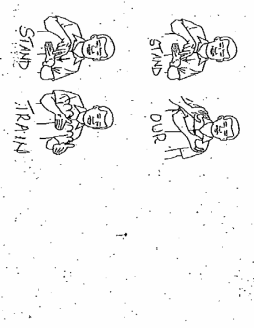
CHRISTIAN SCHOLAR FOR THE DEAF



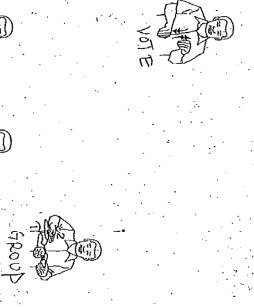
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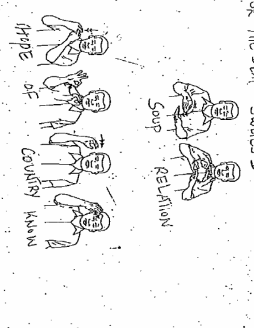
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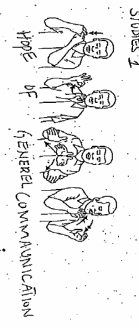
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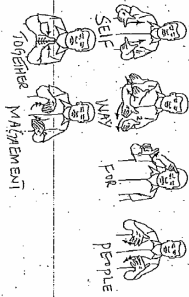


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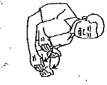
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STUDIES 1



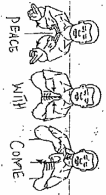
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IMMANUEL STUDIES 1

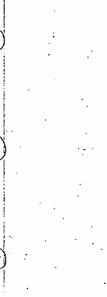


IMMANUEL STUDIES 1
IMMANUEL
14.1.39

STUDIES 1



IMMANUEL STUDIES 1



IMMANUEL STUDIES 1



IMMANUEL STUDIES 1



IMMANUEL STUDIES 1



VOTE



COMPOSITION
ROUND



LOOK
2030



ROUND CONFERENCE



CLASS



THINK
TOGETHER



DINING
CONFERENCE TEAM



ANNOUNCE



DECIDE
WORK



ROUND PLAN

IMMANUEL STUDIES 1



HOPE



GENERAL COMMUNICATION

IMMANUEL STUDIES 1



LOVE



BREAD



LEFT
WAY



TOGETHER



DIRECT



SOB



PEOPLE

IMMANUEL STUDIES 1



FINISH



WORK HARD



PEACE
TOGETHER COME



FOR THE
NEW THIS WHAT

STUDENT 1
APRIL 31

IMMANUEL STUDIES 1



LOOK



PEACE
EDITIVE GIFT



MINISTER



MINISTER

STUDENT 1
APRIL 31

IMMANUEL STUDIES 1



RELATION



CASE
OF COUNTRY KNOW

STUDENT 1
APRIL 31

IMMANUEL STUDIES 1



GRIEF



GRIEF
IN NOTICE



AROUND



WIND

STUDENT 1
APRIL 31

IMMANUEL STUDIES 1



FOR THE
NEW THIS WHAT













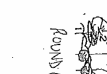


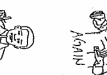

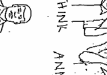
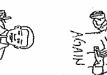
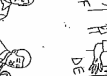
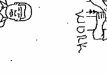
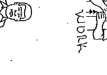










CLASS



WORK HARD



PEACE
TOGETHER COME

<p>IMMANUEL STUDIES 1</p>  <p>AWAY RULE</p>  <p>AWAY LAWYER</p>	<p>STUDIES 1 IMMANUEL CHRISTIAN SCH FOR THE DEAF</p>  <p>AWAY</p>  <p>NEXT</p>  <p>LAWYER</p>  <p>COMPANY/BUY</p>  <p>EFFECT</p>	<p>IMMANUEL STUDIES 1</p>  <p>VOTE</p>  <p>COLLECT</p>  <p>BASE</p>  <p>ROUND GROUP</p>  <p>LOOK LOSS</p>	<p>IMMANUEL STUDIES 1</p>  <p>CLASS</p>  <p>CHILD WITH</p>  <p>THINK</p>  <p>ANNOUNCE</p>  <p>MAIN</p>  <p>DECIDE WORK</p>  <p>DICE COMPANY TEAM</p>  <p>PHYSIC</p>
<p>STUDENT 1 IMMANUEL STUDIES 1</p>  <p>SKILL MINISTER</p>  <p>SKILL OFF</p>  <p>CHART MOVEMENT</p>	<p>STUDENT 1 IMMANUEL STUDIES 1</p>  <p>STAND DUE</p>  <p>STAND TRAIN</p>	<p>STUDENT 1 IMMANUEL STUDIES 1</p>  <p>THE LOOK PROTECTIVE</p>  <p>THE LOOK FOLLOW</p>  <p>MINISTER PROTECTIVE</p>	<p>STUDENT 1 IMMANUEL STUDIES 1</p>  <p>HOPE COUNTRY</p>  <p>SOAP RELATION</p>
<p>24.8.39</p>	<p>26.8.39</p>	<p>29.8.39</p>	<p>30.8.39</p>
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IMMANUEL STUDIES I



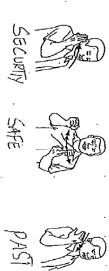
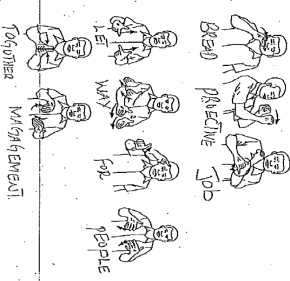
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IMMANUEL STUDIES I



IMMANUEL STUDIES I



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STUDENT 2 NICKOL VIL

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STUDENT 1 NICKOL VIL

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STUDENT 1 NICKOL VIL

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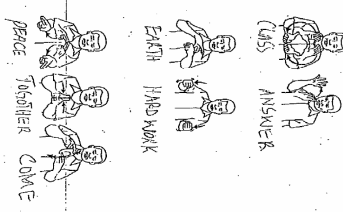
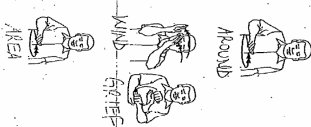
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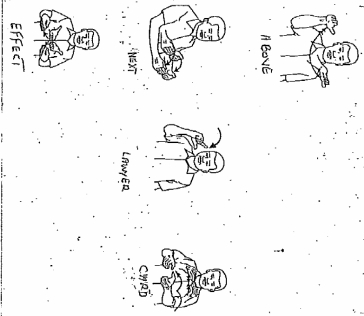


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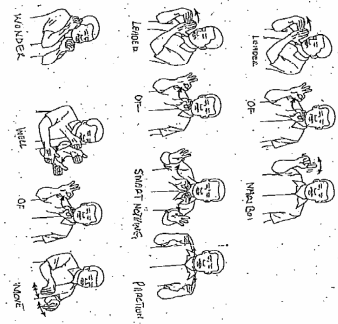
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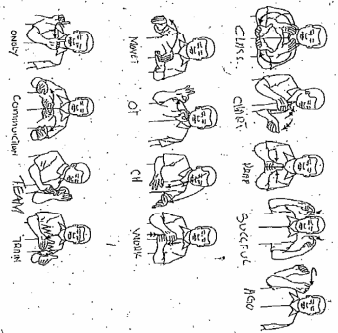
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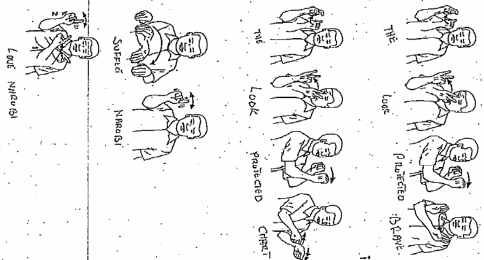
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Immigrant Christian for School the Deep Student 2



Immigrant Christian for School the Deep Student 2

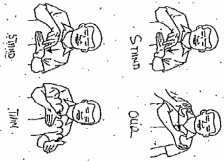


Student 2

Alfred VII

1939

Immigrant Christian for School the Deep Student 2

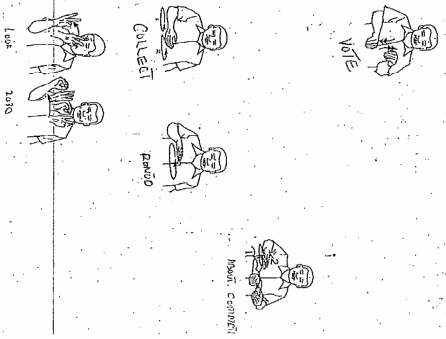


Student 2

Alfred VII

1939

Immigrant Christian for School the Deep Student 2

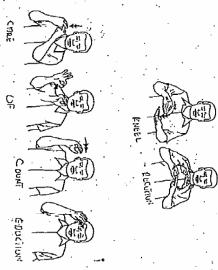


Student 2

Alfred VII

1939

Immigrant Christian for School the Deep Student 2



Student 2

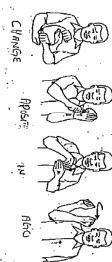
Alfred VII

1939

Immigrant Christian for School the Deep Student 2



IMMEDIATE CLIPARTS FOR SCHOOL THE DUFF STUDENT 2



CLIPART

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POST



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IMMEDIATE CLIPARTS FOR SCHOOL THE DUFF STUDENT 2

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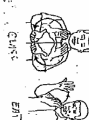
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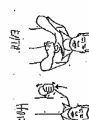
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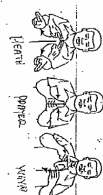
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IMMEDIATE CLIPARTS FOR SCHOOL THE DUFF STUDENT 2



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IMMEDIATE CLIPARTS FOR SCHOOL THE DUFF STUDENT 2

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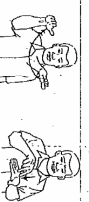


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IMMEDIATE CLIPARTS FOR SCHOOL THE DUFF STUDENT 2



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IMMEDIATE CLIPARTS FOR SCHOOL THE DUFF STUDENT 2

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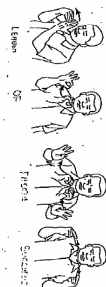


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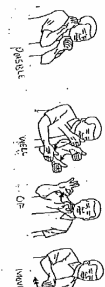


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IMMEDIATE CLIPARTS FOR SCHOOL THE DUFF STUDENT 2



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IMMEDIATE CLIPARTS FOR SCHOOL THE DUFF STUDENT 2

14 6 3 9



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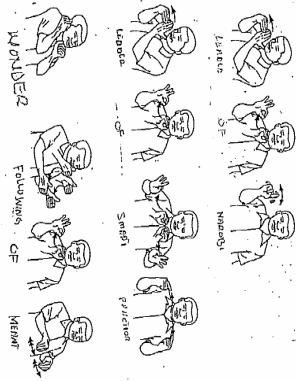
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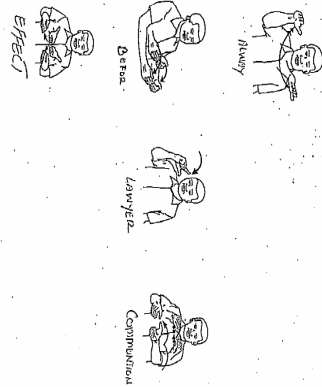
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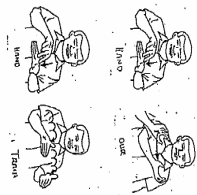
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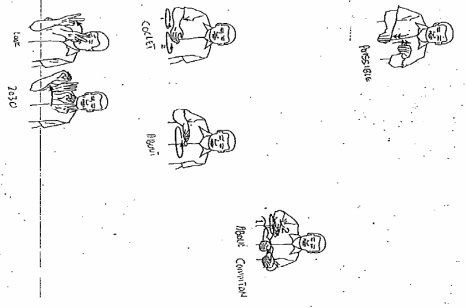
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IMMANUEL STUDENT 2



28 10 39

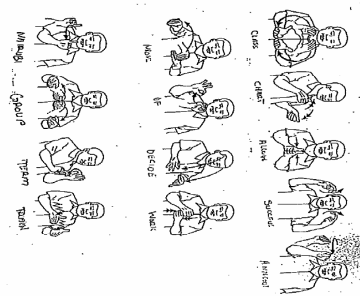
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STUDENT 2 IMMANUEL

24.6.39

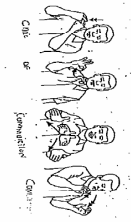
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STUDENT 2 IMMANUEL

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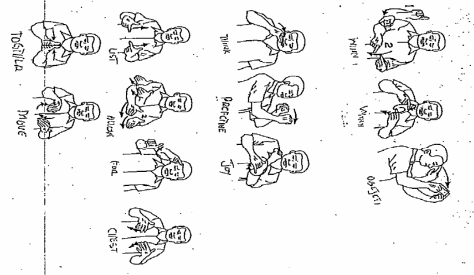
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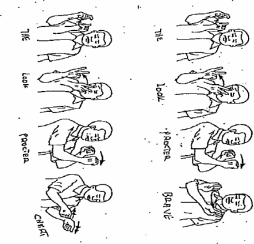
IMMANUEL STUDIES 2



STUDENT 2 IMMANUEL

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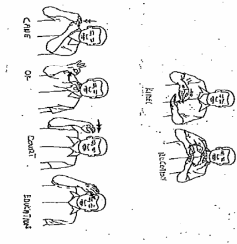
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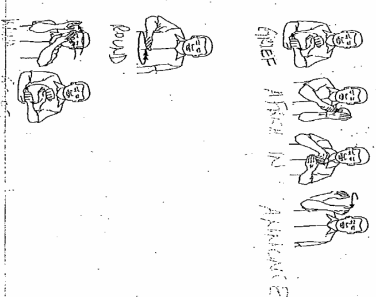
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STUDENT 2 IMMANUEL

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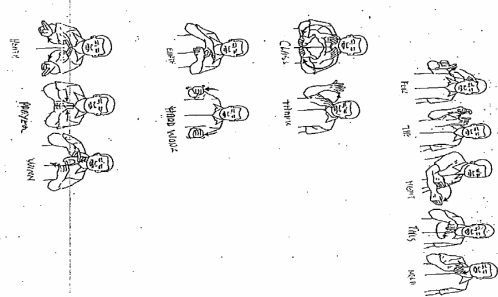
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STUDENT 2 IMMANUEL

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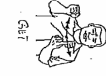
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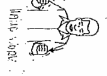
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IMMIGRANT CHRISTIANS FOR SCHOOL THE DEAF STUDENT



SCENE 2. MARCH 2011 31.39

IMMIGRANT CHRISTIANS FOR SCHOOL THE DEAF STUDENT



SCENE 2. MARCH 2011 33.23

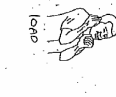
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SCENE 3. MARCH 2011 10.39



IMMIGRANT CHRISTIANS FOR SCHOOL THE DEAF STUDENT



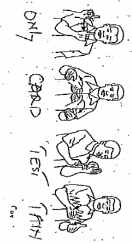
SCENE 2. MARCH 2011 2.43



IMMANUEL CHIASMAS SCHOOL FOR THE
SID & STUDEND 3



COMMUNITARIANSHIP WITH SOCIETIES
PUT OF DECIDE DO!!



ONLY, GRAD TEST TMM

IMMANUEL CHIASMAS SCHOOL FOR THE DEAF
SID & STUDEND 3



THE LOOK PRECISE BAWE
THE LOOK PRECISE APOKAT



PUT YINSTRAL!!
DEAF MINISTRAL!!

IMMANUEL CHIASMAS SCHOOL FOR THE DEAF
SID & STUDEND 3



RESPONSIBILITY OF CHANGING
KABONI

IMMANUEL CHIASMAS SCHOOL FOR THE DEAF
SID & STUDEND 3



RESPONSIBILITY OF BAWING COMMUNITY

IMMANUEL CHIASMAS SCHOOL FOR THE DEAF
SID & STUDEND 3



CHIASMAS TESTIMONY IN APOKAT



ONLY, GRAD TEST TMM

IMMANUEL CHIASMAS SCHOOL FOR THE DEAF
SID & STUDEND 3



RESPONSIBILITY OF CHANGING
KABONI

IMMANUEL CHIASMAS SCHOOL FOR THE DEAF
SID & STUDEND 3



CHIASMAS TESTIMONY IN APOKAT



ONLY, GRAD TEST TMM

IMMANUEL CHIASMAS SCHOOL FOR THE DEAF
SID & STUDEND 3

















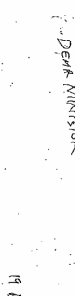

RESPONSIBILITY OF CHANGING
KABONI



DEAF WITH COME



DEAF WITH COME

<p>MANUEL CHIASPAS for the SID & STUDENTS</p> 	<p>MANUEL CHIASPAS for the SID & STUDENTS</p> 	<p>MANUEL CHIASPAS School for the Dent SID & STUDENTS</p> 	<p>MANUEL CHIASPAS School for the Dent SID & STUDENTS</p> 
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<p>IMMANUEL CHIASTIUS SCHOOL for the DEAF STUDY STUDENT 3 DEAF OF COMMUNITY</p>	<p>IMMANUEL CHIASTIUS SCHOOL for the DEAF STUDY STUDENT 3 DEAF OF COMMUNITY</p>	<p>IMMANUEL CHIASTIUS SCHOOL for the DEAF STUDY STUDENT 3 DEAF OF COMMUNITY</p>	<p>IMMANUEL CHIASTIUS SCHOOL for the DEAF STUDY STUDENT 3 DEAF OF COMMUNITY</p>
<p>STUDENT 3 ADDITIONAL VII</p>	<p>STUDENT 3 ADDITIONAL VII</p>	<p>STUDENT 3 ADDITIONAL VII</p>	<p>STUDENT 3 ADDITIONAL VII</p>
<p>IMMANUEL CHIASTIUS SCHOOL for the DEAF STUDY STUDENT 3 DEAF OF COMMUNITY</p>	<p>IMMANUEL CHIASTIUS SCHOOL for the DEAF STUDY STUDENT 3 DEAF OF COMMUNITY</p>	<p>IMMANUEL CHIASTIUS SCHOOL for the DEAF STUDY STUDENT 3 DEAF OF COMMUNITY</p>	<p>IMMANUEL CHIASTIUS SCHOOL for the DEAF STUDY STUDENT 3 DEAF OF COMMUNITY</p>

MANUEL CHISTOS SETHU
for the DEPT
SP 8 STUDENDS

look sound off

24.8.89

MANUEL CHISTOS SETHU
for the DEPT
SP 8 STUDENDS

look sound off

24.8.89

MANUEL CHISTOS SETHU
for the DEPT
SP 8 STUDENDS

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MANUEL CHISTOS SETHU
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MANUEL CHISTOS SETHU
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MANUEL CHISTOS SETHU
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SP 8 STUDENDS

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MANUEL CHISTOS SETHU
for the DEPT
SP 8 STUDENDS

look sound off

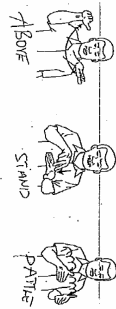
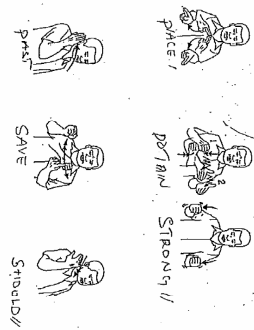
24.8.89

MANUEL CHISTOS SETHU
for the DEPT
SP 8 STUDENDS

look sound off

24.8.89

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S.D. & S.D. S.D.

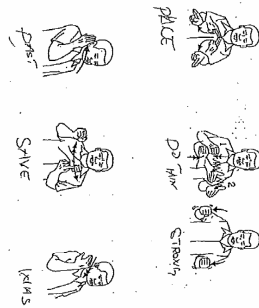


SCHEM 3
MARCH VII

MANAGER SINGING SCHOOL
AND THE DENT
STAG STUDENT 3



MANAGER SINGING SCHOOL
AND THE DENT
S.D. & S.D. S.D.

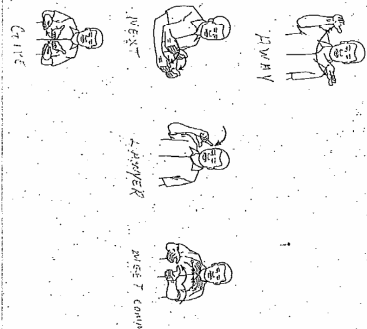


SCHEM 3
MARCH VII

MANAGER SINGING SCHOOL
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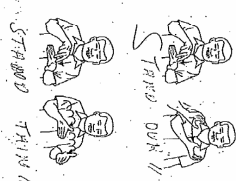


MANAGER SINGING SCHOOL
AND THE DENT
S.D. & S.D. S.D.

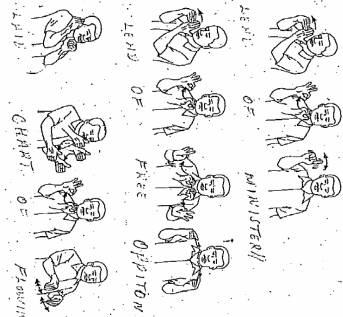


SCHEM 4
MARCH VII

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AND THE DENT
STAG STUDENT 3

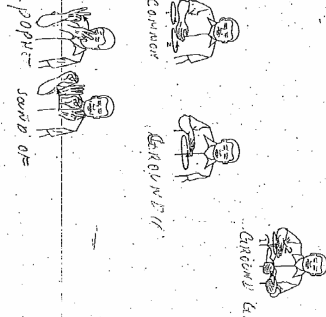








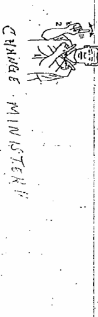









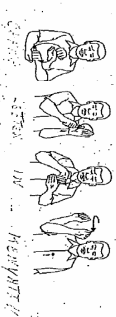





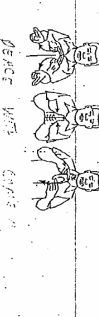





MANAGER SINGING SCHOOL
AND THE DENT
S.D. & S.D. S.D.



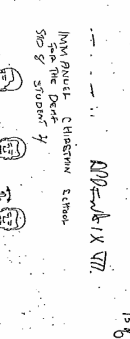


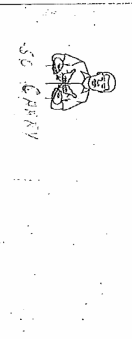
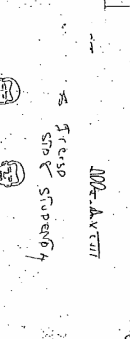
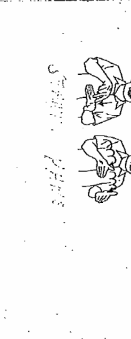


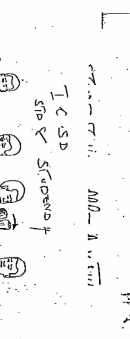



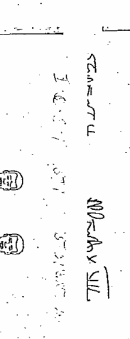



SCHEM 5
MARCH VII

MANAGER SINGING SCHOOL
AND THE DENT
STAG STUDENT 3



<p>  GROUP WITH LARGEST PRESENCE </p> <p>  PUT ON DECIDE TURN II </p> <p>  ONLY CHAD TESTIFY PHUSE II </p>	<p>  FIVE SIX STUDENT II </p> <p>  ALSO LOOK PROBABLY MEAN II </p> <p>  JUST MINUTE II </p> <p>  CHARGE MINISTERS II </p>	<p>  TWO GO STUDENT II </p> <p>  DEPARTMENT OF JUSTICE COMMISSION </p>	<p>  TWO GO STUDENT II </p> <p>  ONE THING COME FOR TO I </p> <p>  BEST PROCTER JOB II </p> <p>  LIFE WORKING FOR PEOPLE WITH INHERENT </p>
<p>  TWO GO STUDENT II </p> <p>  HANDED MESSAGE II </p> <p>  DEPART OF COUNTY MURDER II </p>	<p>  TWO GO STUDENT II </p> <p>  ALSO LOOK PROBABLY MEAN II </p> <p>  JUST MINUTE II </p> <p>  CHARGE MINISTERS II </p>	<p>  TWO GO STUDENT II </p> <p>  DEPARTMENT OF JUSTICE COMMISSION </p> <p>  BEST PROCTER JOB II </p> <p>  LIFE WORKING FOR PEOPLE WITH INHERENT </p>	<p>  TWO GO STUDENT II </p> <p>  ONE THING COME FOR TO I </p> <p>  BEST PROCTER JOB II </p> <p>  LIFE WORKING FOR PEOPLE WITH INHERENT </p>

<p>ICSD SD 8 student 4</p>  <p>13 6 39</p>	<p>ICSD SD 8 student 4</p>  <p>14 6 39</p>	<p>ICSD SD 8 student 4</p>  <p>15 6 39</p>	<p>ICSD SD 8 student 4</p>  <p>16 6 39</p>
<p>ICSD SD 8 student 4</p>  <p>13 6 39</p>	<p>ICSD SD 8 student 4</p>  <p>14 6 39</p>	<p>ICSD SD 8 student 4</p>  <p>15 6 39</p>	<p>ICSD SD 8 student 4</p>  <p>16 6 39</p>
<p>ICSD SD 8 student 4</p>  <p>13 6 39</p>	<p>ICSD SD 8 student 4</p>  <p>14 6 39</p>	<p>ICSD SD 8 student 4</p>  <p>15 6 39</p>	<p>ICSD SD 8 student 4</p>  <p>16 6 39</p>
<p>ICSD SD 8 student 4</p>  <p>13 6 39</p>	<p>ICSD SD 8 student 4</p>  <p>14 6 39</p>	<p>ICSD SD 8 student 4</p>  <p>15 6 39</p>	<p>ICSD SD 8 student 4</p>  <p>16 6 39</p>

<p>GENERAL COMMUNICATION</p>	<p>GENERAL COMMUNICATION</p>	<p>GENERAL COMMUNICATION</p>	<p>GENERAL COMMUNICATION</p>
<p>GENERAL COMMUNICATION</p>	<p>GENERAL COMMUNICATION</p>	<p>GENERAL COMMUNICATION</p>	<p>GENERAL COMMUNICATION</p>

<p>STUDENT 4</p> <p>STUDENT 4</p> <p>24639</p>	<p>STUDENT 4</p> <p>STUDENT 4</p> <p>30439</p>	<p>STUDENT 4</p> <p>STUDENT 4</p> <p>38439</p>	<p>STUDENT 4</p> <p>STUDENT 4</p> <p>34639</p>
<p>STUDENT 4</p> <p>STUDENT 4</p> <p>31639</p>	<p>STUDENT 4</p> <p>STUDENT 4</p> <p>32439</p>	<p>STUDENT 4</p> <p>STUDENT 4</p> <p>35439</p>	<p>STUDENT 4</p> <p>STUDENT 4</p> <p>36439</p>

13

3-2-4-1-1-1
3-2-4-1-1-1
3-2-4-1-1-1

34.39

TIC:SP
CH & STUPEMAY

DEAR
MOM
STINGING

SECRETARY
JULIE
BARRY

38 63°

1. CSB R1

Teacher 1
Alfred X III
10/3/9

HCSD Tr.

1. **SECRET**
 2. **OP**
 3. **OFFICIAL**
 4. **ENEMY**

WUNDERLICH
NUTZ
OF
MAD

Alfred VII.

Dear Student,

Hiccup

Cough

Sneeze

Burp

39139

ICSD Tr1

ICSD TRI

JENI, BON MENI

ICSD-Tri.

Removal

Off

Became

DARKNESS

First
Graham
Stewart
Pegman

ICSD Trj.

THE
VISION
PROTECT
AVOID!!

Three hand-drawn sketches of people in various poses, labeled 'FOLLOV', 'ALINE', and 'DEATH'.

ADDENDUM VII.

5.9.39

APR 26 1971

69.

ICSD Tr1

CHANGE STIMULI IN PRACTICE



COMPLAINMENT

ADDITIONAL

98.39

APD Tank 2 - D

104.

ICS D Trt

CANNOT
ABOUT
OBJECTIVE
!

A cartoon illustration of a line of people waiting for a sign. The sign is held by a person at the end of the line. The people in line are labeled from left to right: 'KITT', 'BISABLYT', 'PEOPLES FOR', and 'PEOPLES'. The person at the end of the line is labeled 'PEOPLES'.

 $\text{ICSD}[\overline{\text{IR}}]$

part
DEKINWELL

JCS.D. TR1

1. Public
 2. Private
 3. Confidential
 4. Secret
 5. Top Secret

ICSD TRI

PEACE

WITH

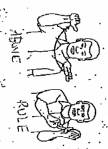































CONTINUE

ICS D TRI

LAST

JUNE

ROBBIE

<p>ICSD TR1</p>  	<p>ICSD TR1</p>    	<p>ICSD TR1</p>    	<p>ICSD TR1</p>        
<p>ICSD TR1</p>   	<p>ICSD TR1</p>   	<p>ICSD TR1</p>    	<p>ICSD TR1</p>    

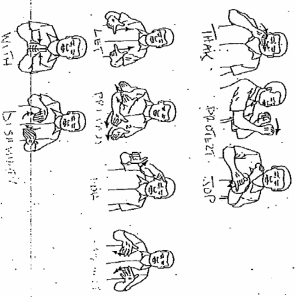


21.6.39

ICSD TRI

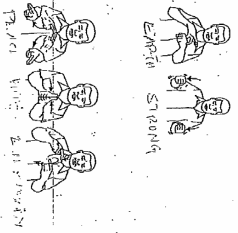
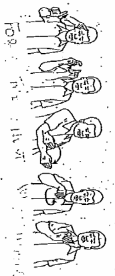


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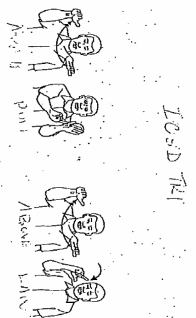


22.6.39

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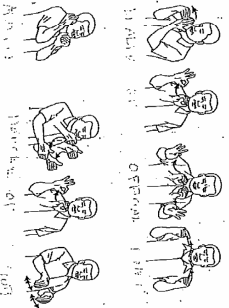


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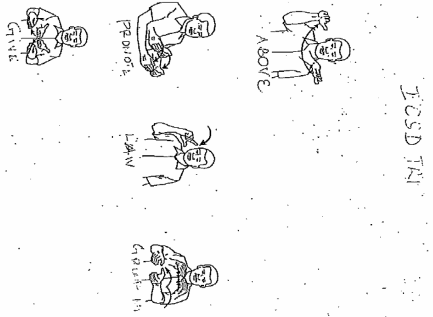


25.6.39

ICSD TRI



27.6.39

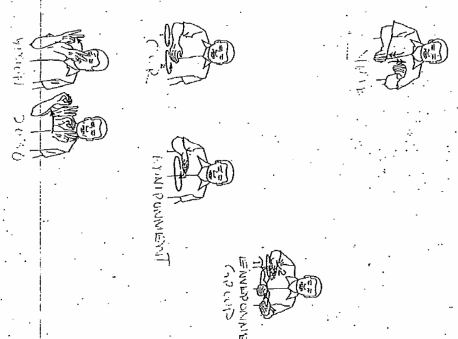
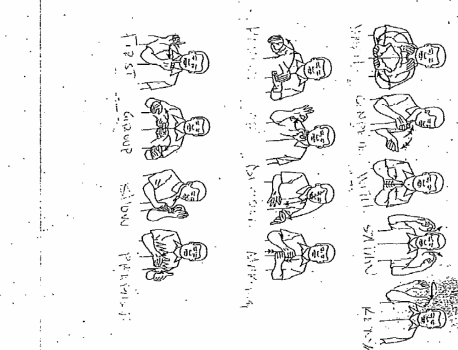
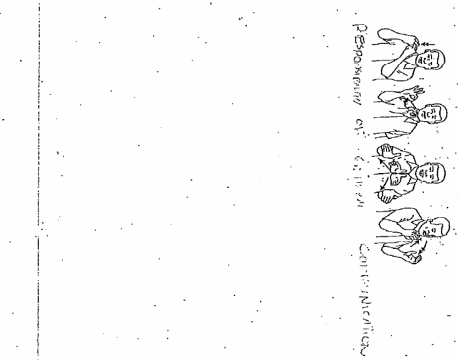
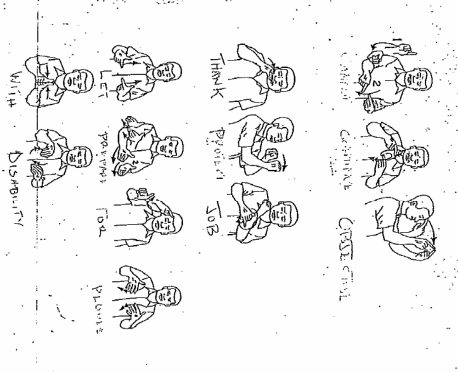
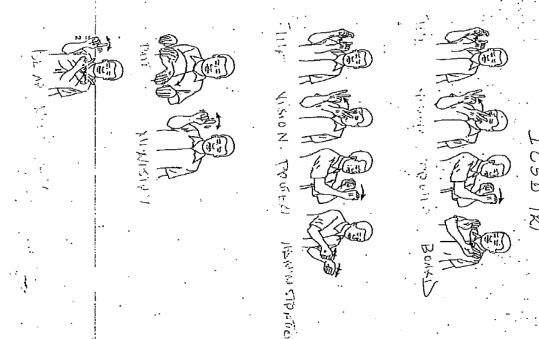
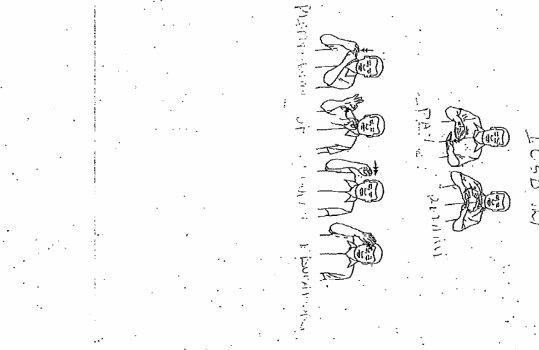
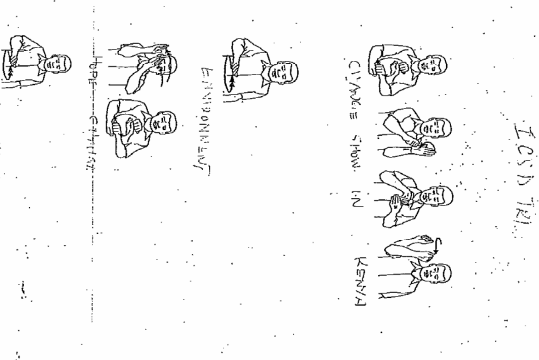
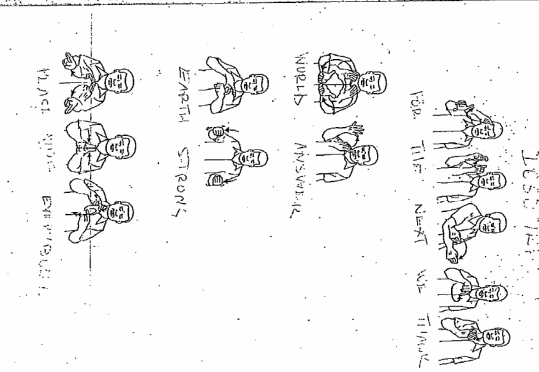


28.6.39

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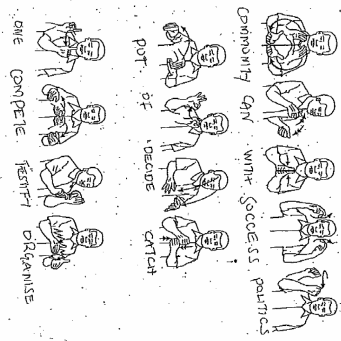


28.6.39

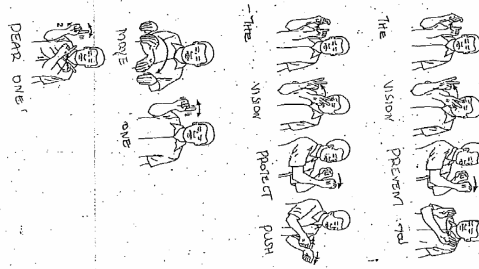
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<p>ICSD TK1</p>  <p>ICSD TK1 NIGHT FINISHMENT HANDS</p>	<p>ICSD TK1</p>  <p>ICSD TK1 NIGHT FINISHMENT HANDS</p>	<p>ICSD TK1</p>  <p>ICSD TK1 NIGHT FINISHMENT HANDS</p>	<p>ICSD TK1</p>  <p>ICSD TK1 NIGHT FINISHMENT HANDS</p>

<p>LEAVE</p> <p>NAME 2</p> <p>SIGNIN</p>	<p>LAST</p> <p>JOKE</p> <p>ROBBER</p>	<p>ABOVE</p> <p>STAND</p> <p>PRIVILEGE</p>	<p>ABOVE</p> <p>ABOVE</p> <p>ABOVE</p>
<p>IN</p> <p>NAME 2</p> <p>SIGNIN</p>	<p>LAST</p> <p>JOKE</p> <p>ROBBER</p>	<p>ABOVE</p> <p>STAND</p> <p>PRIVILEGE</p>	<p>ABOVE</p> <p>ABOVE</p> <p>ABOVE</p>
<p>ABOVE</p> <p>PRIVILEGE</p> <p>NAME 2</p> <p>GROUP</p>	<p>LAST</p> <p>JOKE</p> <p>ROBBER</p>	<p>ABOVE</p> <p>STAND</p> <p>PRIVILEGE</p>	<p>ABOVE</p> <p>ABOVE</p> <p>ABOVE</p>
<p>NAME 2</p> <p>SIGNIN</p> <p>OFFICIAL POSITION</p>	<p>LAST</p> <p>JOKE</p> <p>ROBBER</p>	<p>ABOVE</p> <p>STAND</p> <p>PRIVILEGE</p>	<p>ABOVE</p> <p>ABOVE</p> <p>ABOVE</p>

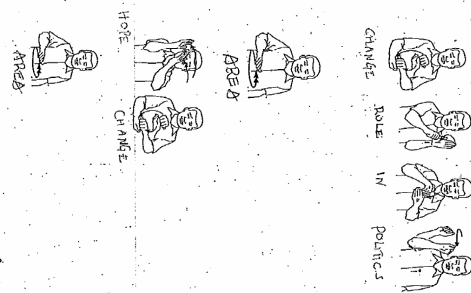
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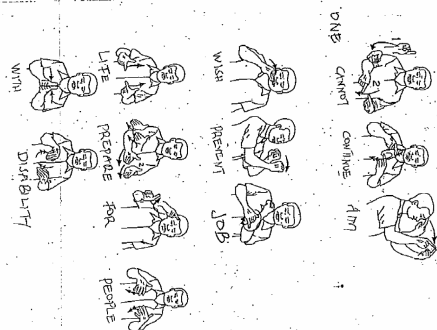
IMPROVE-0 FOR THE DEPT TERENCE 2



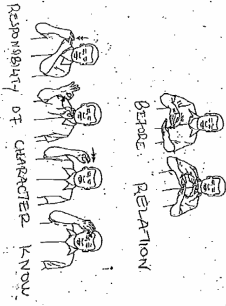
IMPROVE-0 FOR THE DEPT TERENCE 2



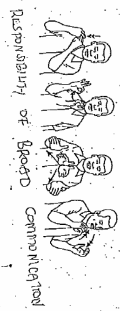
IMPROVE-0 FOR DEPT TERENCE 2



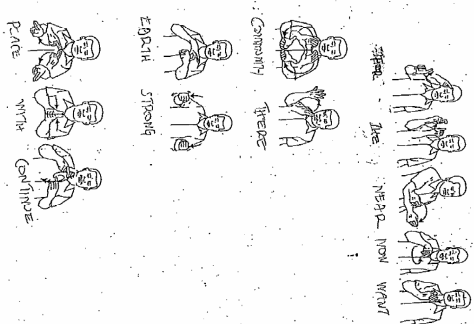
IMPROVE-0 FOR THE DEPT TERENCE 2 5139



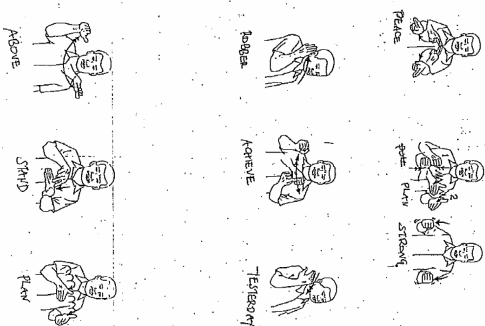
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IMPROVE-0 FOR THE DEPT TERENCE 2 9435

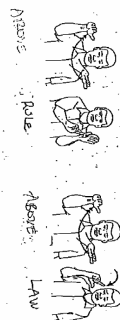


IMPROVE-0 FOR THE DEPT TERENCE 2 1246



IMPROVE C FOR THE BEST

REVERSE 1

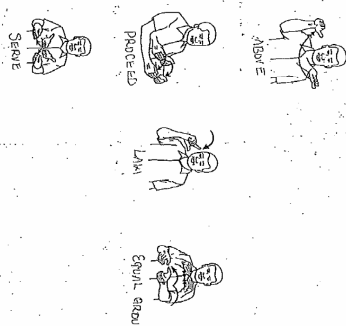


IMPROVE C FOR THE BEST

18 6 39

IMPROVE C FOR THE BEST

REVERSE 2

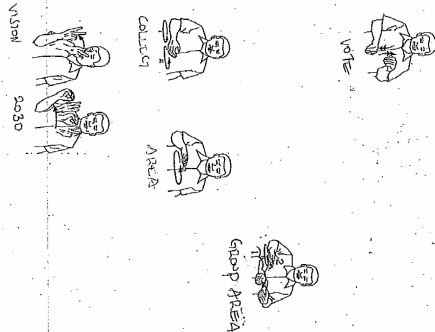


IMPROVE C FOR THE BEST

14 6 39

IMPROVE C FOR THE BEST

REVERSE 3

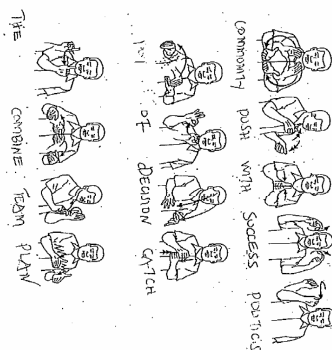


IMPROVE C FOR THE BEST

17 8 39

IMPROVE C FOR THE BEST

REVERSE 4



IMPROVE C FOR THE BEST

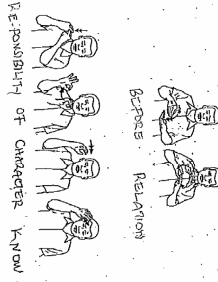
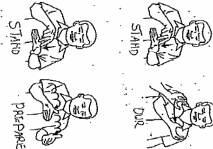
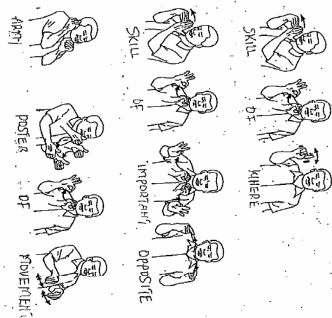
13 6 39

IMPROVE C FOR THE BEST

IMPROVE C FOR THE BEST

IMPROVE C FOR THE BEST

IMPROVE C FOR THE BEST



17 6 39

17

19 6 39

18 6 39

INTERNAL C. S. FOR DEF. TR 2



COLLECT AREA

2030 1/15/04

Area group

29.39

— ۱۱۱۱۱۱۱۱ —

The

NIGHT

PRACTICE

PUSHING

THE
VISION
PROTECT
MANAGEMENT

31.39

IMPROVED C. S. FOR DEAF. Tr 2

COMMUNITY
= 90%
with
SOCIAL
PARTNER

THE GROUP RULE PLANNING

39 39 39

APP Index All
Worksheet 2

BEFORE RELATIONSHIP

Responsibility of attracted man

Immunosol C for the Dett. Testers 2

3-2939

Impresso: C. de la Cruz

new equipment at a rate of 1000 per year

33439

1860
March 2

CHANGE SUBJECT IN POLITICS

I.C.S.D. Tr 2

35639

1905-1906

ONE CANNOT
CARRY OUT
Aiming

34 1/2

Index III

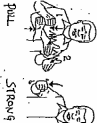
community working

Immune C Def. like what happens?

369.39

36929

IMMANUEL C OF THE DEAF - TEACHERS



31.1.39

IMMANUEL Christian School, T.S.

IMMANUEL C OF THE DEAF - TEACHERS



31.1.39

IMMANUEL C OF THE DEAF

TEACHERS



31.1.39

IMMANUEL Christian School, T.S.

IMMANUEL CHRISTIAN SCHOOL FOR THE DEAF

TR 3



Teacher 3

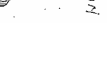
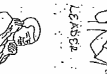
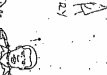
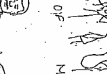
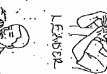
10.1.39

IMMANUEL CHRISTIAN SCHOOL FOR THE DEAF



IMMANUEL CHRISTIAN SCHOOL FOR THE DEAF

TR 3



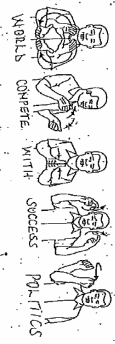
Teacher 3

10.1.39

IMMANUEL CHRISTIAN SCHOOL FOR THE DEAF



IMMANUEL CHRISTIAN SCHOOL FOR THE DEAF
UNIT 3



WORLD COME WITH SUCCESS POLITICS



INVOLVING OF BECOMING MAKING



ALONE GROUP TESTIMONY PLANE

IMMANUEL SCHOOL FOR THE DEAF
UNIT 3



THE VISION PROTECT YOUR



THE VISION PROTECT MANAGEMENT

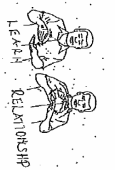


FOLLOW ALONE

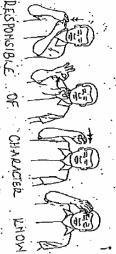


BEAR ONE

IMMANUEL CHRISTIAN SCHOOL FOR THE DEAF
UNIT 3
5139



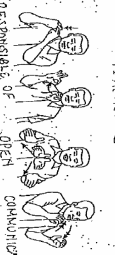
LEADY RELATIONSHIP



RESPONSIBLE OF CHARACTER WHICH

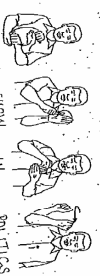
STO END: It is your responsibility to know the character of your relationship

IMMANUEL CHRISTIAN SCHOOL FOR THE DEAF
UNIT 3
5140



RESPONSIBLE OF OTHER COMBINATION

IMMANUEL SCHOOL FOR THE DEAF
UNIT 3



CHANGE GROW IN POLITICS



ALONE

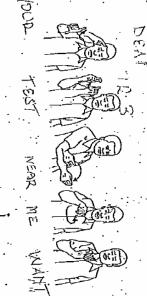


CRICK CRICK



AROUND

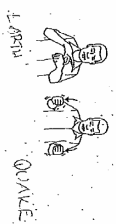
IMMANUEL CHRISTIAN SCHOOL FOR THE DEAF
UNIT 3
913



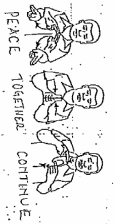
TOUR TEST NEAR ME WANT



WORLD PREACH

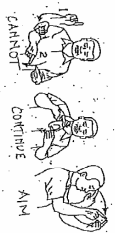


LOVE LOVE



PEACE TOGETHER CONTINUE

IMMANUEL CHRISTIAN SCHOOL FOR THE DEAF
TEACHER 3



CANNOT CONTINUE AIM



MOUSE PUNCH GOB



LIFE PRESERVE FOR PEOPLE



WITH DISABILITY

IMMANUEL CHRISTIAN SCHOOL FOR THE DEAF
UNIT 3
101



PEACE CRASH STANDING



CHOP ACHIEVE DOE



ABOVE STAND PREPARE

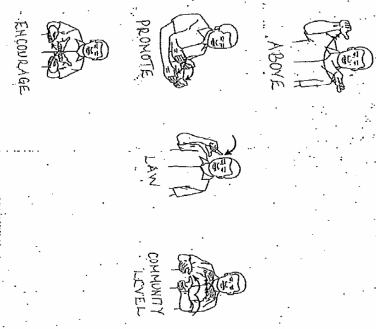
MANUAL CHRISTIAN SCHOOL FOR THE DEAF

TR 3



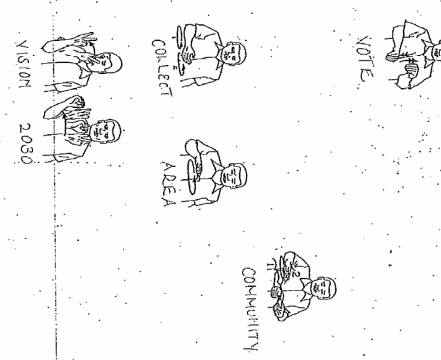
MANUAL CHRISTIAN SCHOOL FOR THE DEAF

TR 3



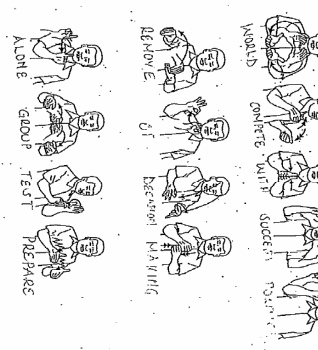
MANUAL CHRISTIAN SCHOOL FOR THE DEAF

TR 3



MANUAL CHRISTIAN SCHOOL FOR THE DEAF

TR 3



MANUAL III

13.6.39

MANUAL III

14.6.39

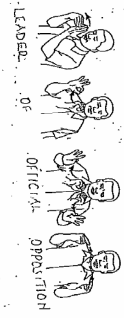
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17.8.39

MANUAL VII

19.6.35

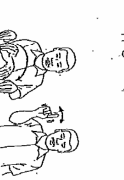
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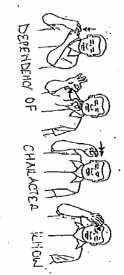
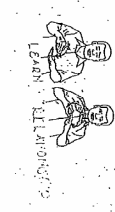
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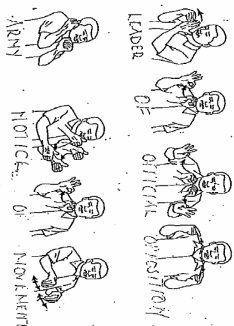
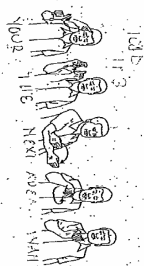
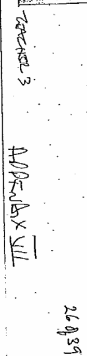
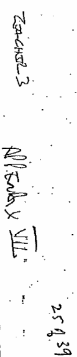
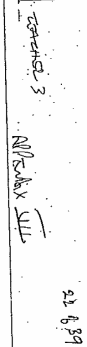
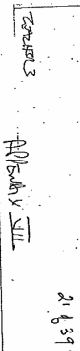
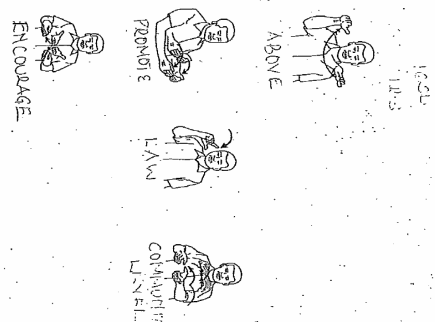
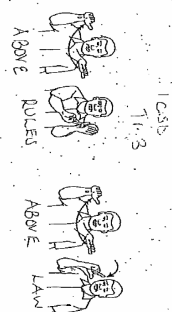
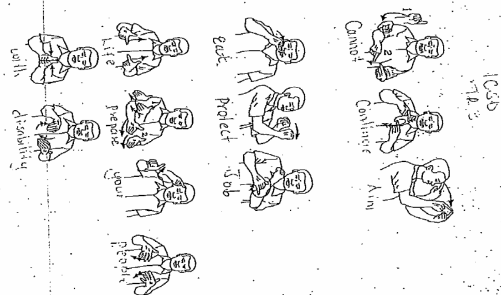
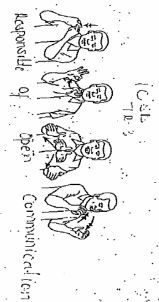














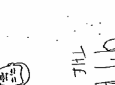
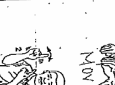








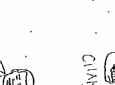

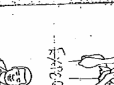




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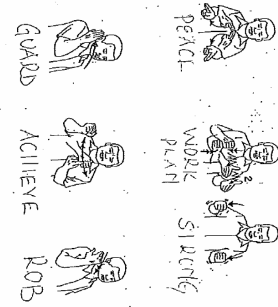


MANUAL VII



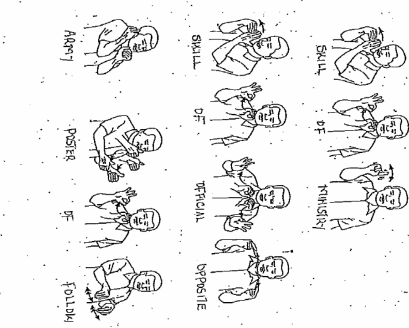


<p>ICSB 7P.3</p>  <p>NOTE</p>  <p>COLLECT</p>  <p>ENVIRONMENT</p>  <p>CONUNIAL</p>  <p>VISION 2030</p>	<p>ICSD 7P.3</p>  <p>WORLD</p>  <p>CONFERE WITH</p>  <p>REMOVAL OF DESEEN NATURE</p>  <p>ALONE GROUP TEST</p>  <p>PIERAC</p>	<p>ICSB 7P.3</p>  <p>THE VISION PROTECT YOUR</p>  <p>THE VISION PROTECT MANAGE</p>  <p>MONTE ALONE</p>  <p>BEAD ONE</p>	<p>ICSB 7P.3</p>  <p>LEARN RELATIONSHIP</p>  <p>RESPONSURE OF CHAOSER ACTION</p>
<p>ICSB 7P.3</p>  <p>RESPONSIBLE OF OPEN COMMUNICATION</p>	<p>ICSB 7P.3</p>  <p>CANNOT CONTINUE AIN</p>  <p>EXT PROTECT JOB</p>  <p>LIFE PLEINADE YOUR PEOPLE</p>  <p>WITH DISABILITY</p>	<p>ICSB 7P.3</p>  <p>CHANGE SHOW IN POLITICS</p>  <p>INVOLVEMENT</p>  <p>EXPECT CIVILAC</p>  <p>ENVIRONMENT</p>	<p>ICSB 7P.3</p>  <p>FOR THE NEXT WANT</p>  <p>WORLD PEACH</p>  <p>EARTH QUAYE</p>  <p>PEACE TOGETHER CONTINUE</p>

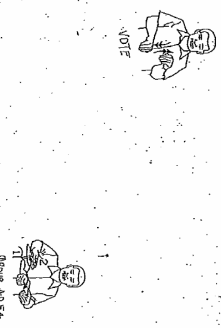


COPIES 3
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10



IMMANUEL C. S. TORRES, DENT

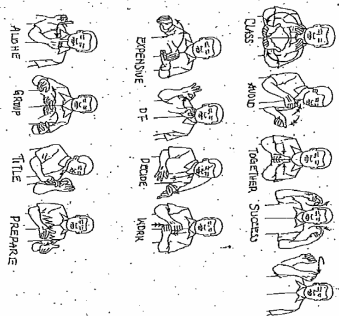


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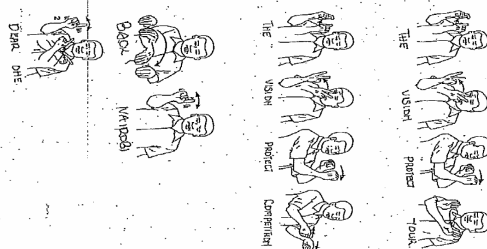
MANUEL C. S. FOR DEAF TEACHER 4



INTERMEDIATE C.S. FOR DEAF T-4



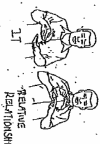
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INTERMEDIATE 4 - MARCH VII

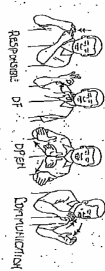
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INTERMEDIATE C.S. FOR DEAF T-4



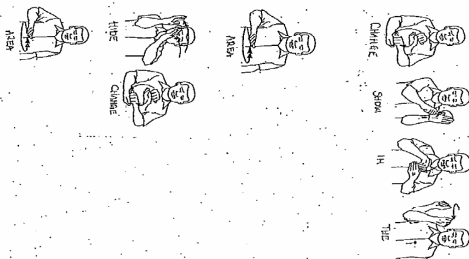
RESPONSE OF
CUMMINGS KNOW
SIP E. 11 b. Year responsibility to know
The character

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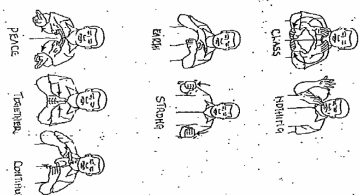


SIP E. 8c Response for Open Communication

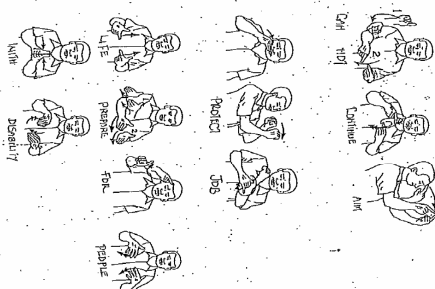
INTERMEDIATE C.S. FOR THE DEAF T-4



INTERMEDIATE C.S. FOR DEAF T-4



INTERMEDIATE C.S. FOR DEAF T-4



INTERMEDIATE C.S. FOR DEAF T-4



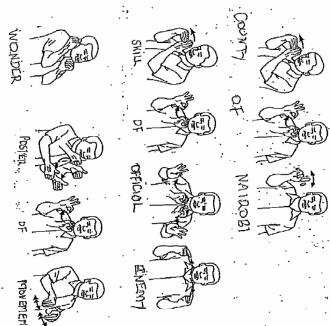
PERSONNEL. CHRISTIAN SCHOOL FOR THE DEAF. Teacher, 4



13639

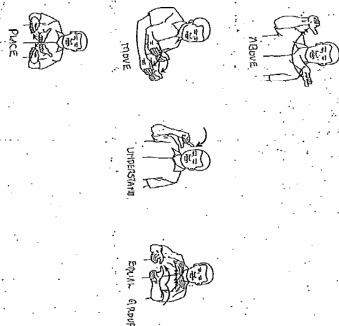
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IMMANUEL C. S. DEVI Tr. 4



23

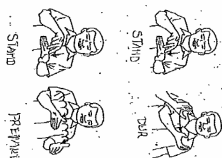
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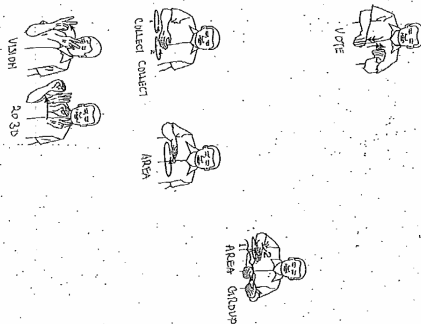
14 16 39

AND TEACH ALL

Internat. C.S. for Dm: Tr 10 4



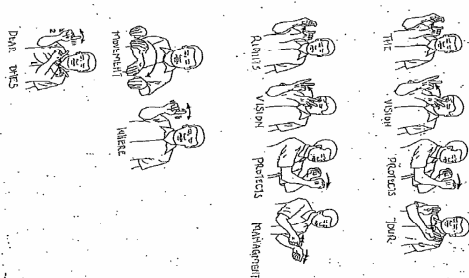
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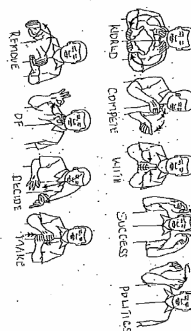
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1. C. S. D
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19. 39.

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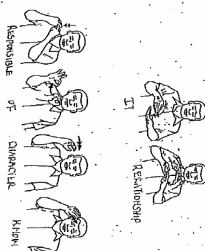


World Competes with Success: Politics, Removal of
decision making.
The first stage Temporal Preemption

۵۳

MOD-1. A v 6.1111

1 C.S.D.



36

Tr 4 1.C.S.D
 Dances of
 Friends in open Communities
 Dances of
 Friends in open Communities

Tr 4 1.C.S.D
 Dances of
 Friends in open Communities
 21.6.39

Tr 4 1.C.S.D
 Dances of
 Friends in open Communities
 23.1.39

Tr 4 1.C.S.D
 Dances of
 Friends in open Communities
 22.6.39

Tr 4 1.C.S.D
 Dances of
 Friends in open Communities
 22.6.39

Tr 4 1.C.S.D
 Dances of
 Friends in open Communities
 24.6.39

Tr 4 1.C.S.D
 Dances of
 Friends in open Communities
 25.6.39

Tr 4 1.C.S.D
 Dances of
 Friends in open Communities
 25.6.39

Tr 4 1.C.S.D
 Dances of
 Friends in open Communities
 27.6.39

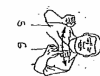
Tr 4 1.C.S.D
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Tr 4 1.C.S.D
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 Friends in open Communities
 26.6.39

Tr 4 1.C.S.D
 Dances of
 Friends in open Communities
 28.6.39

<p>ICSD T 4</p> <p>VOIE</p> <p>Collect collect</p> <p>ARIX</p> <p>VISION 20 30</p> <p>29 6 39</p>	<p>ICSD T 4</p> <p>WINDS</p> <p>Complete with</p> <p>Remove of</p> <p>Alone</p> <p>WINDS</p> <p>TRIP</p> <p>Refutation</p> <p>30 4 39</p>	<p>T 4 ICSD</p> <p>Shed</p> <p>Dr</p> <p>Drift</p> <p>Dependence</p> <p>35 4 39</p>	<p>ICSD T 4</p> <p>Cam Not</p> <p>Continue Aim</p> <p>Redes</p> <p>Job</p> <p>Life</p> <p>Practice</p> <p>Job</p> <p>Train</p> <p>Info</p> <p>Security</p> <p>34 6 39</p>
<p>Tr 4 ICSD</p> <p>BE</p> <p>Visual</p> <p>Plates</p> <p>DR</p> <p>THE</p> <p>Visual</p> <p>Feature</p> <p>Management</p> <p>31 4 39</p>	<p>Tr 4 ICSD</p> <p>Beach</p> <p>Beach</p> <p>DR</p> <p>Quarrel</p> <p>NINA</p> <p>32 8 39</p>	<p>ICSD T 4</p> <p>Chronic</p> <p>Shed</p> <p>Hi</p> <p>Fire</p> <p>Also</p> <p>Chronic</p> <p>35 1 39</p>	<p>ICSD T 4</p> <p>For</p> <p>Title</p> <p>Yours</p> <p>Present</p> <p>Man</p> <p>Cash</p> <p>Interest</p> <p>Bank</p> <p>Strong</p> <p>Place</p> <p>Between</p> <p>Difficult</p> <p>36 4 39</p>

11 C S D 364



11 C S D 364

31 1 31

INTERVIEW: CATHY SUND FOR DEAF TEACHER 4



11 C S D 364

33 1 34



34 1 34

Name: _____ Index No. _____

1015/1
KENYAN SIGN LANGUAGE (KSL)
RECEPTIVE SKILLS, GRAMMAR
AND EVALUATION
July/August, 2013
Time: 2½ hours

Candidate's Signature: _____

Date: _____



THE KENYA NATIONAL EXAMINATIONS COUNCIL

PRIMARY TEACHER EXAMINATION
PAPER 1

KENYAN SIGN LANGUAGE (KSL)
RECEPTIVE SKILLS, GRAMMAR AND EVALUATION

2½ hours

INSTRUCTIONS TO CANDIDATES

Write your name and index number in the spaces provided above.
Sign and write the date of the examination in the spaces provided above.
Questions 1 (a), 1(b) and 1(c) are video based.
Answer all questions in this question paper.
Do NOT remove any pages from this booklet.
Answers should be given in KSL structures.

For Examiner's Use Only

Section A	Maximum Score	Candidate's Score
A	40	
B	40	
C	20	
Total Score	100	

This paper consists of 12 printed pages.

Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

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PAGE TURN

SECTION A: FINGER SPELLING (MARK 10)

1.A VIDEO WATCH/WORD WORD THERE SPELL FINISH/WRITE//

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SECTION B: SIGNED SENTENCES (MARK 10)

1.B VIDEO WATCH / SENTENCE SENTENCE THERE SIGN FINISH / WRITE//

1. _____
2. _____
3. _____
4. _____
5. _____

1015/1

2

6. _____
7. _____
8. _____
9. _____
10. _____

1.C STORY THERE/ WATCH FINISH/ AGAIN WATCH/QUESTION QUESTION ANSWER//

1. AREA STORY THIS NAME WHAT? (MARK 1)

2. AGO PERSON STORY THIS LOVE AREA THIS WHY? (MARK 3)

3. PROBLEM AREA START WHEN? (MARK 1)

4. TIME THIEF COME HOUSE STEAL THING THING WHAT? (MARK 3)

5. FROM STORY THIS /TIME PERSON ROAD WALK THING THING POSSIBLE LOST WHAT? (MARK 3)

6. POLICE ACTION ZERO TIME PEOPLE GO REPORT WHY? (MARK 3)

7. PEOPLE AREA THIS POSSIBLE SECURITY IMPROVE HOW? (MARK 3)

8. GOVERNOR POSSIBLE PEOPLE HIS HELP HOW? (MARK 3)

1015/1

3

PAGE TURN

1015/1

4

1. PARAGRAPH BELOW PUNCTUATE CORRECT // (MARK 5)

[illegible]

- (i) CAR RED BIG TEACHER OUR HAVE//
- (ii) MAN SHORT FAT KSL TEACH //
- (iii) THIEF TALL STRONG MONEY STEAL POLICE CATCH FINISH//
- (iv) GIRL BEAUTIFUL DRESS SHORT HAVE //
- (v) NURSE THIS CLEVER KSL LEARN WELL//

Kola is always complaining that someone had stolen her book. When she asked one of the girls, the girl told her that she saw one boy called Ursular take the book. She decided to ask Ursular who felt bad but Kola did not care.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

•

अप्रकृत्य VII

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

(vi) _____

(i) J-A-N-E TEA DRINK NOW // (CHANGE FUTURE)

(ii) BOOKSHELF ME PLAN BUY// (SENTENCE CHANGE PAST)

(iii) BOTTLE MINE THROW [?] WHY (SENTENCE CHANGE PRESENT) (MARK 3)

8

Appendix VIII

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9

PAGE TURN

APPENDIX VIII

11

000-1111

STORY BELOW READ / QUESTION QUESTION ANSWER //

TIME ME COLLEGE START / PARENT MINE GIVE ADVICE MANY MANY FIRST
PARENT ADVICE TELL MUST WORK HARD TIME COLLEGE JOIN / PARTICIPATE
STUDENT STRIKE ZERO / COMPANY BAD JOIN NO / SAME FRIEND INFLUENCE FOLLOW
FOLLOW NO //

LATER TIME ME COLLEGE THERE SHOCK HEAVY/ ME SEE STUDENT SOME
BEHAVIOUR BAD / WHY / COLLEGE THERE FREEDOM A LOT/TEACHER STUDENT
DISCIPLINE ZERO /STUDENT SOME MONEY HAVE TOO MUCH / OTHER SERIOUS
LEARN ZERO /TEACHER STUDENT SUPERVISE ZERO //

TIME WEEKEND STUDENT SOME BEHAVIOUR DIFFERENT DIFFERENT / SOME
COLLEGE ESCAPE OTHER BEER DRINK / SMOKE / OTHER GO DANCE //

TIME STUDENT BEHAVIOUR BAD/PERFORMANCE THEIR POOR POOR / RELATIONSHIP
TOGETHER TEACHER GOOD ZERO // PARENT THEIR HAPPY ZERO SAME POSSIBLE
STUDENT FUTURE GOOD HAVE NOTHING //

COLLEGE POSSIBLE HELP HOW/HAVE COUNSELLOR TALK TOGETHER STUDENT / BRING STUDENT OLD GOOD TALK TOGETHER STUDENT / SAME ENCOURAGE STUDENT FOCUS EDUCATION THEIR //

STUDENT POSSIBLE HELP SELF STAY GOOD HOW COLLEGE CLUB CLUB DIFFERENT JOIN
SAME PARTICIPATE /COMMUNITY SERVE TIME COLLEGE/HAVE FRIEND WHO BEHAV-
IOUR GOOD/TEACH SELF HOW MONEY USE WELL / LEARN RESPECT TEACHER THEIR
SAME FOCUS READ READ BOOK
MOTIVATE //

10

12

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Name: _____ Index No. _____

1015/2B
KENYAN SIGN LANGUAGE (KSL)
PAPER 2
Part B
METHODOLOGY
July/August, 2013
Time: 2 hours 30 minutes

Candidate's Signature: _____

Date: _____



THE KENYA NATIONAL EXAMINATIONS COUNCIL

PRIMARY TEACHERS EXAMINATION

KENYAN SIGN LANGUAGE (KSL)

PAPER 2 Part B
METHODOLOGY

2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name and index number in the spaces provided above.

Sign and write the date of the examination in the spaces provided above.

Answer all questions in this booklet.

Answers should be given in KSL structure.

For Examiner's Use Only

Part	Maximum Score	Candidate's Score
Part B (Methodology)	60	

This paper consists of 6 printed pages.

Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

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PAGE TURN

1015/2B

2

APPENDIX IX

ADDENDUM TX

SECTION B (MARK 60)

METHODOLOGY

1. SIGN BELOW PLACE ARTICULATE WHERE ? (MARK 5)

SIGN

PLACE ARTICULATE

- (i) THINK
(ii) SORRY
(iii) CLEVER
(iv) TRUE
(v) CHIEF

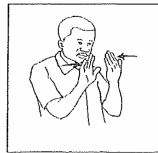
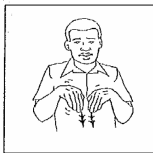
2. TOPIC FOUR PRIMARY KSL SYLLABUS CLASS ONE GIVE // (MARK 4)

3. STUDENT CLASS SIX KSL SENTENCE PATTERN TEACH HOW ? (MARK 5)

4. SIGN BELOW HANDSHAPE IDENTIFY // (MARK 5)



(i) _____ (ii) _____ (iii) _____



(iv) _____ (v) _____

5. SIGN WHICH / POSSIBLE TEACHER USE DEMONSTRATE KSL NOUN / VERB SHARE SIGN SAME // (MARK 4)

6. TIME TEACHER QUESTION AND ANSWER METHOD USE / THING THING FIVE MUST AVOID WHICH (MARK 5)

7. COMPONENT FOUR TEACHER USE TIME KSL TEACH WHAT ? (MARK 4)

1015/2B

3

PAGE TURN

1015/2B

4

8. GIVE EXAMPLE THREE YOU POSSIBLE USE SHOW LEARNER NON-MANUAL
MARKER IMPORTANT TIME KSL USE // (MARK 6)

9. POSSIBLE TEACHER TEACH KSL STORY TELL HOW (MARK 5)

10. EXPLAIN PICTURE USE HOW / TIME TEACH KSL COMPOSITION WRITE // (MARK 5)

1015/2B

5

PAGE TURN

11. PUPIL CLASS ONE / YOU TEACH FACIAL EXPRESSION CORRECT USE HOW (MARK 4)

12. ROLE PLAY ADVANTAGE WHAT TIME TEACH KSL // (MARK 5)

13. SONG IMPORTANT WHAT / TIME KSL TEACH // (MARK 5)

1015/2B

6

Appendix IX

Appendix IX

Appendix X

DIRECTORATE OF QUALITY ASSURANCE AND STANDARDS

SPECIAL SCHOOLS FOR THE DEAF (HEARING IMPAIRMENT)

KCPE 2013 RESULTS ANALYSIS

109

Appendix X

1.0. PREAMBLE.

The number of schools which did KCPE increased from 41 in 2012 to 42 in 2013. Among the special schools for the Deaf there was an increase in performance from a combined mean of 154.38 in 2012 to 158.45 in 2013, a deviation of +4.07 (Appendix I).

Twenty one (21) schools had a positive deviation and twenty (20) schools dropped in their performance i.e. had a negative deviation.

The best school was Immanuel Christian School for the Deaf with an entry of 3 candidates and a mean score of 273.67. Immanuel Christian School for the Deaf was also the best improved school with a deviation of +107.00. Kerugoya School for the Deaf was the second best school with an entry of 11 candidates and a mean score of 204.27, a deviation of +10.08.

2.0. SUBJECT PERFORMANCE.

Three subjects had improved, these are Kenya Sign language, Mathematics and Social studies with a deviation of +4.42, +2.71 and +0.69 respectively (Appendix II). Kenya sign language was the best performed subject in the special schools of the Deaf with a mean of 55.03 but the national mean score of the subject was 34.45. The disparity in the mean score of the Kenya Sign Language may be as result of the performance of the subject in the units of the Deaf across the country. Science was the most dropped subject with a mean of 23.65, a deviation of -1.29.

3.0 CHALLENGES

Though the number of schools which dropped in performance increased from 16 in 2012 to 20 schools in 2013, there was a general improvement in performance in the special schools for the Deaf. The increase in the number of secondary schools still remains a challenge as a number of teachers in the primary schools for the Deaf assist in teaching the secondary school students, as well as teaches their load in the primary schools.

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FOR DIRECTOR QUALITY ASSURANCE AND STANDARDS.

ND The report does not capture the performance of students in the units of the Deaf as those are included in the regular schools. Esageri School for the Deaf had some irregularity in science subject.

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Appendix X

APPENDIX 1: 2013 KCPE RESULTS FOR SCHOOLS FOR THE DEAF

S/NO	CODE	SCHOOL	ENTRY	ENG	KIS	KSL	MATHS	SCI	S/ST	MEAN SCORE		DEVIATION
										2013	2012	
1.	41710440	Immanuel C.	3	40.67		78.67	43.0	53.67	67.67	273.67	166.67	+107.00
2.	09203416	Kerugoya	11	34.18		71.9	36.09	35.00	27.09	204.27	194.19	+10.08
3.	46802120	Wajir	10	26.70		60.70	31.70	44.10	38.20	202.4	183.83	+18.57
4.	306110	Isiolo	9	46.0		57.4	35.4	36.5	24.7	200.7	149.4	+51.30
5.	33562128	Esageri	9	39.56		70.44	38.22	-----	41.78	190	187.79	+2.21
6.	14341214	St Lukes	9	46.88		66.77	35.66	28.88	21.66	199.88	177.5	+22.38
7.	301173	Machakos	19	39.05		59.26	35.95	27.16	16.79	178.21	168.95	+9.26
8.	4170405	Nyagweso	14	30.66		44.6	36.66	37.46	28.93	179.86	161.4	+18.46
9.	44717130	Kuja	28	30.57		59.17	32.10	26.93	21.00	169.90	151.88	+18.02
10.	103123	Lisa Hola	3	27.66		61.00	30.33	22.66	27.00	168.66	190.33	-21.67
11.	15304132	Kagaa	10	33.1		61.9	31.7	17.7	21.8	168.6	131.78	+36.82
12.	209170	Nyandarua	11	33.64		61.45	34.00	22.91	16.45	168.45	190.07	-21.62
13.	42705139	Nina	5	31.0		62.0	34.2	21.4	17.4	166.0	-----	-----
14.	04107193	Gede	4	31.00		55.25	30.00	27.00	22.25	162.00	139.81	+22.19
15.	15309130	Njia	10	32.2		53.0	29.5	21.7	23.6	160.0	142.75	+17.25
16.	13302117	Kitui	7	35.0		55.71	31.0	28.71	18.14	159.14	173.56	-14.42

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17.	08218118	Tumutumu	6	21.50		62.50	33.33	23.83	15.67	156.83	166.73	-9.9
18.	04102120	Kibarani	18	37.39		54.44	28.44	20.33	15.06	155.67	162.5	-6.83
19.	38618244	Ebukuya	12	32.16		49.5	35.16	22.08	16.25	155.15	169.36	-14.21
20.	36613144	St Anthony	19	24.00		54.00	33.00	25.00	18.36	154.36	191.17	-36.81
21.	11232115	Kambui	23	30.0		54.78	31.57	21.30	16.09	153.74	160.7	-6.96
22.	41730322	Lambwe	10	23.10		58.4	30.0	22.7	18.7	153.6	161.00	-7.4
23.	38619160	Friends-Givavei	3	21.00		56.33	35.33	20.66	19.0	152.3	162.75	-10.45
24.	37615063	Mwikihomo	5	36.2		61.0	22.0	19.0	15.4	151.8	169.29	-17.49
25.	37617215	Mumias	35	27.4		53.37	32.37	21.37	16.8	150.7	155.7	-5
26.	40703444	Gianchere	11	28.55		48.55	32.00	23.45	18.00	150.55	149.33	+1.22
27.	714029	Maseno	20	27.15		52.4	33.6	20.15	16.75	150.05	131.76	+18.29
28.	10204227	Murang'a	18	22.82		56.58	30.70	21.29	17.94	149.35	167.44	-18.09
29.	26507164	Eldoret	7	28.71		53.57	17.0	29.57	13.7	142.55	122.3	+20.25
30.	42712216	St Mary's Nyagoma	19	26.31		52.47	31.47	18.84	12.84	141.83	151.73	-9.9
31.	34518129	Iten	9	29.44		49.22	31.56	17.11	13.89	141.22	141.00	+0.22
32.	28671109	Kedowa		25.92		48.0	28.15	23.46	15.54	141.08	131.22	+9.86
33.	44718230	Komotobo	8	24.34		47.00	27.25	22.63	14.38	135.64	139.8	-4.16
34.	106137	Ziwani	9	21.36		47.66	29.56	20.44	14.56	133.44	128.33	+5.11
35.	522546	St Kizito-Letein	13	24.12		48.32	28.96	18.24	13.71	133.33	133.41	-0.08
36.	601239	Mundika	3	14.7		46.3	25.7	24.3	20.7	131.7	135.75	-4.05
37.	44718119	St Paul Ntimaru	7	26.0		48.57	27.86	17.43	11.48	131.29	117.4	+13.89
38.	511316	Ngala	18	22.61		48.11	29.78	17.00	13.28	130.78	148.35	-17.57
39.	29523142	Kapsabet	11	22.64		45.09	26.64	19.45	14.73	128.55	145.00	-16.45
40.	02105221	Kwale	12	22.75		45.83	28.83	18.66	12.53	128.41	124.0	+4.41

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41.		Mwingi	7	18.0		49.0	28.9	14.3	15.0	125.00	124.38	+0.62
42.	21501125	St Bernadette	11	23.0		41.0	29.0	18.73	12.36	124.36	129.2	-4.84
	Mean			29.02		55.03	31.28	23.65	19.93	158.45	154.38	+4.07

APPENDIX II: COMBINED MEAN PER SUBJECT

S/NO	SUBJECT	MEAN SCORE 2010	MEAN SCORE 2011	MEAN SCORE 2012	MEAN SCORE 2013	DEVIATION
1	ENGLISH	30.43	34.07	30.16	29.02	-1.14
2	KSL	49.58	51.33	50.61	55.03	+4.42
3	MATHS	29.53	29.86	28.57	31.28	+2.71
4	SCIENCE	23.14	19.05	24.94	23.65	-1.29
5	SST/RE	15.45	21.70	19.24	19.93	+0.69

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APPENDIX III

TOP FIVE SCHOOLS.

S/NO	SCHOOL	2013	2012	DEVIATION
1	Immanuel C.	273.67	166.67	+107
2	Kerugoya	204.27	194.19	+10.08
3	Isiolo	200.7	149.4	+51.3
4	Wajir	202.4	183.83	+18.57
5	Esegeri	190	187.79	+2.21

MOST IMPROVED SCHOOLS

S/NO	SCHOOL	2013	2012	DEVIATION
1	Immanuel C.	273.67	166.67	+107.00
2	Kagaa	168.6	131.78	+36.82
3	St Lukes	199.88	177.5	+22.38
4	Gede	162.00	139.81	+22.19
5	Wajir	202.4	183.83	+18.57

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MOST DROPPED SCHOOLS

S/NO	SCHOOL	2013	2012	DEVIATION
1	St Antony	154.36	191.17	-36.81
2	Lisa Hola	168.66	190.33	-21.67
3	Nyandarua	168.45	190.07	-21.62
4	Murang'a	149.35	167.44	-18.09
5	Ngala	130.78	148.35	-17.57

BEST SCHOOLS PER SUBJECT

ENGLISH

S/NO	SCHOOL	MEAN SCORE
1	St Lukes	46.88
2	Isiolo	46.0
3	Immanuel C.	40.67
4	Esegeri	39.56
5	Machakos	39.05

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KENYAN SIGN LANGUAGE

S/NO	SCHOOL	MEAN SCORE
1	Immanuel C.	78.67
2	Kerugoya	71.90
3	Esegeri	70.44
4	St Lukes	66.77
5	Kitui	62.50

MATHEMATICS

S/NO	SCHOOL	MEAN SCORE
1	Immanuel C.	43.00
2	Esegeri	38.22
3	Nyagweso	36.66
4	Kerugoya	36.09
5	Machakos	35.95

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SCIENCE

S/NO	SCHOOL	MEAN SCORE
1	Immanuel C.	53.67
2	Wajir	44.10
3	Nyagweso	37.46
4	Isiolo	36.50
5	Kerugoya	35.00

SOCIAL STUDIES

S/NO	SCHOOL	MEAN SCORE
1	Immanuel C.	67.67
2	Esegeri	41.78
3	Wajir	38.20
4	Nyagweso	28.93
5	Kerugoya	27.09

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AP' Sub 2 XI

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0103/215 0305/215
0105/215 0401/215
0106/215 0402/215
0202/215 0404/215
0301/215 0405/215
0302/214

SUPPORT SUBJECTS

Oct/Nov. 2007

Time: 3 hours

THE KENYA NATIONAL EXAMINATIONS COUNCIL

ARTISAN CERTIFICATE

GENERAL FITTER
MOTOR VEHICLE MECHANICS
AGRICULTURAL MECHANICS
WELDING AND FABRICATION
ELECTRICAL INSTALLATION
CARPENTRY AND JOINERY
PAINTING AND DECORATING

MASONRY
PLUMBING
GARMENT MAKING
FOOD AND BEVERAGE
PRODUCTION AND SERVICE
LEATHER WORK TECHNOLOGY
AGRICULTURE

SUPPORT SUBJECTS

3 hours

INSTRUCTIONS TO CANDIDATES

You should have the following for this examination:

Three answer booklets
Mathematical tables
Drawing Instruments.

This paper consists of **THREE** sections **A, B** and **C**.

Answers to all the **THREE** sections **A, B** and **C** must be provided in separate answer booklets.

Candidates are advised not to spend more than **ONE** hour on each section.

SECTION A: MATHEMATICS (Part I and II).

SECTION B: SCIENCE (Part I and II).

SECTION C: GENERAL STUDIES (Part I and II).

This paper consists of 7 printed pages

Candidates should check the question paper to ascertain that all the pages are printed as indicated and no questions are missing.

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Turn over

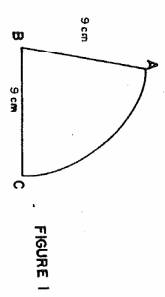
Answer x XI

SECTION A: MATHEMATICS

PART I (24 marks)

Answer ALL the questions in this section.

- Solve $3x^2 - 11x - 12 = 0$ (3 marks)
- If $a = 4 \times 10^5$, $b = 6.2 \times 10^3$, $c = 3.1 \times 10^6$ and $d = 5.0 \times 10^8$
Evaluate: $\frac{a \times b}{d \times c}$ leaving your answer in standard form. (3 marks)
- A metallic block has a cross sectional area of 504 cm^2 and a length of 12 cm . It has a density of $6g/\text{cm}^3$. Calculate:
(i) the volume of the block; (3 marks)
(ii) the mass in grams. (3 marks)
- An aeroplane takes off from a runway and rises at an angle of 63° with the horizontal. How high will the aeroplane be at a distance of 100 m from the take off point? (3 marks)
- Make k the subject of the formula
$$F = \frac{\sqrt{dt} - k}{m + n}$$
 (3 marks)
- Four brothers, Kamau, Ruio, Oryango and Makau were to share their father's assets in the ratio 4:5:5:7 respectively. The assets were valued at sh.4200000. How much did Makau get? (3 marks)
- Express 8876.524
(i) correct to nearest whole number. (3 marks)
(ii) correct to two decimal places. (3 marks)
(iii) correct to three significant figures. (3 marks)
- Figure 1, shows a sector of a circle whose radius is 9 cm . If sides AB and BC are joined together, calculate the radius of the resulting cone. (3 marks)



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Answer x XI

PART II (16 marks)

Answer any TWO questions from this section.

- (a) A man buys a car costing him sh.450000 and sells it making 25% profit. (2 marks)
(i) At what price does the man sell the car?
(ii) The buyer of the car estimates the car will depreciate at 25% annually. What is the value for the car after three years? (3 marks)
- (b) The average daily sales of a magazine in January 1998 were 55000 copies, which was 10% more than those for December 1997 and those for February 1998 were 12% less than those for December 1997. What was the average daily sale in February 1998? (3 marks)
- The following are the masses in kilograms of 40 students in a class:

35	50	30	40	42	72	80	37	49	63
50	40	45	35	38	59	70	64	34	72
50	60	48	38	92	30	69	43	50	81
43	56	56	40	61	30	81	36	85	73

(i) Make a frequency distribution table for this data. (5 marks)
(ii) Determine the Mode, Range and Median. (3 marks)
- (a) Three pens and four exercise books cost sh.62 and one pen and one exercise book cost sh.18. How much would two pens and five exercise books cost? (6 marks)
(b) Given that $a = 1$, $b = -1$ and $c = 4$ determine the value of $(a^2 + c^2 - b^2)^3$ (2 marks)

SECTION B: SCIENCE

PART I (24 marks)

Answer ALL questions in this part.

- State three sources of electricity. (3 marks)
- A machine of mechanical advantage 6 and velocity ratio of 8 is used to raise a load. Calculate the efficiency of the machine. (3 marks)

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PHYSICS XI

ANSWER XI

14. Define the following terms:
- Speed
 - Velocity
 - Acceleration
15. List three methods of heat transfer.
16. With the aid of a labelled sketch, show the reflection of light on a plane mirror. (3 marks)
17. With the aid of a diagram, show the arrangement of electrons for an element with an atomic mass of 12. (3 marks)
18. (a) Name the products formed when a base reacts with an acid. (1 mark)
(b) State two properties of sound. (2 marks)
19. A 40 kg man runs up a flight of 80 steps in 25 seconds. If each step has a height of 30 cm, determine the power developed by the man. (3 marks)
Take $g = 10 \text{ m/s}^2$

PART II (16 marks)

Answer any TWO questions from this section.

20. A cell has an e.m.f of 1.5 V and internal resistance of 0.5 ohms. It is connected in series with an external resistor of resistance 2.5 ohms and an ammeter of negligible resistance. A voltmeter is connected across the terminals of the cell.
- Draw a circuit diagram of the circuit and label each part.
 - Determine the:-
 - Ammeter reading
 - Voltmeter reading.
- (8 marks)
21. A pulley system having a velocity ratio of 4 consists of an upper block of 2 pulleys and a lower block of 2 pulleys. A load of 8 kg is raised 0.6 meters at a constant speed by an effort of 25 Newtons in a time of 20 seconds.
- Draw a diagram to show the arrangement of this system. (3 marks)
 - Determine the mechanical advantage, efficiency and power developed by the system. Take $g = 10 \text{ m/s}^2$. (5 marks)

22. (a) State any two uses of oxygen gas. (2 marks)
(b) With the aid of a labelled diagram, show the laboratory preparation of oxygen gas. (6 marks)

SECTION C: GENERAL STUDIES

PART I (20 marks)

Both questions in section C are compulsory.

23. Read the following passage and answer the questions that follow.

The Kenya Wildlife Service (KWS) is doing everything within its means to manage the human/animal conflict situation. Conservation is key to them within their strategic planning.

The issue of who owns wildlife and who benefits always crops up in the human/animal conflict. Wildlife is generally big business in this country as it generates billions of shillings a year. We have twenty seven national parks and thirty-two reserves and there are six more reserves in the pipeline. The parks and the reserves add up to only eight per cent of Kenya's land area. The money generated from such a small area is relatively good and benefits the entire country.

The KWS does not have the capacity to cope with human/animal conflict. Until last year it had not recruited any wardens and is still short by five hundred wardens.

They want other stakeholders specifically local councils operating national reserves to come in and start contributing more to the community programme and control this conflict.

Compensation of any person injured or who dies from injuries by the wildlife is done by the central government. The affected must report to their local chief and the District Wildlife Compensation Committee that is chaired by the District Commissioner.

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A KWS warden is also a member of the committee. The committee forwards the matter to the central government while the warden makes sure the claim is processed and contact the person at the district. However, the compensation issue has not been going on well. There is a **backlog** of four years - 1996 - 2000. Since the beginning of the year the KWS has followed up the matter with the central government which allocated thirty million shillings to deal with the backlog.

Some of the measures on the ground regarding this issue include putting up electric fences, driving out animals, translocations, construction of mats and shooting animals if necessary.

No one should get the impression that the KWS loves animals more than humans. People can normally deal with animals except for the elephant. The KWS drives out animals using aircrafts and vehicles and translocates others when necessary, in some cases to prevent in-breeding and to simulate nature. They have to vary their approaches especially with reference to elephants. These are clever and sometimes they rounce on electric fence poles or **manoeuvre** their way through the mats lying on their backs.

Elephants instinctively fear human beings but one that has killed a person loses this instinct and will kill another. It becomes a rogue. The translocation they have been doing may sound expensive in terms of figures but that is a narrow way of looking at issues.

- (a) Explain the meaning of the following words as used in the passage. (2 marks)
 - (i) stakeholder
 - (ii) compensation
 - (iii) backlog
 - (iv) manoeuvre.
 - (b) Outline the procedure that a person injured by an animal would follow in claiming compensation. (4 marks)
 - (c) Outline the measures taken to solve human/animal conflict. (4 marks)
24. State five factors that would influence the location of a business. (10 marks)

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PART II (20 marks)

Answer any FIVE questions from this part.

25. Make sentences using the following pairs of words bringing out the difference in meaning. (4 marks)

- (i) rag, rug
- (ii) run, ram
- (iii) saw, sow
- (iii) advise, advise

26. (a) Define a nuclear family. (1 mark)

- (b) State the meaning of the following types of families.

- (i) monogamy
- (ii) polygamy
- (iii) single parent.

27. State **two** factors that would promote nation building. (4 marks)

28. Highlight **two** causes of pollution to the environment. (4 marks)

29. (a) Outline **two** ways in which a country would promote its culture. (2 marks)

- (b) State **four** advantages of leisure activities. (2 marks)

30. Highlight **two** methods that a businessman would use to save money. (4 marks)

31. State **four** factors that lead to rapid population growth. (4 marks)

32. (a) State the importance of bringing up children in a family unit. (2 marks)

- (b) State **two** issues on how modernisation has affected the family. (2 marks)

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QUESTIONNAIRE STUDENT 1

1. Name: (optional).....
2. Date of Birth:.....
3. Class: 8
4. Schools attended:
 - 4.1. Immanuel Christian School for the Deaf.
 - 4.2.
 - 4.3.
5. Do you like reading: (delete as appropriate): YES NO
6. If you like reading, which subject is your favourite: (classify 1-10; 1 being least favourite, 10 being most favourite):

6.1. Novels/stories	6.1.1. Fiction 10
	6.1.2. Non-fiction 10
6.2. History:	10
6.3. Geography:	10
6.4. Science	10
6.5. Sociology	10
6.6. Religious literature	10
7. Do you easily obtain the books you like to read? (delete as appropriate) YES NO
 - 7.1. If YES, from where?
 - 7.2. If NO, why?

School mine books some not there.
my parents all dead nobody to
buy for my books story. school
books some not have but problem some
not there.

Appendix XII

QUESTIONNAIRE STUDENT 2

1. Name: (optional).....
2. Date of Birth:.....
3. Class:.....
4. Schools attended:
 - 4.1.
 - 4.2.
 - 4.3.
5. Do you like reading: (delete as appropriate): YES NO
6. If you like reading, which subject is your favourite: (classify 1-10; 1 being least favourite, 10 being most favourite):

6.1. Novels/stories:	6.1.1. Fiction
	6.1.2. Non-fiction
6.2. History:	
6.3. Geography:	
6.4. Science	
6.5. Sociology	
6.6. Religious literature	
7. Do you easily obtain the books you like to read? (delete as appropriate) YES NO
 - 7.1. If YES, from where?
 - 7.2. If NO, why?

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Appendix XII

QUESTIONNAIRE STUDENT 3

1. Name: (optional).....
2. Date of Birth: 1998
3. Class: 8
4. Schools attended:
 - 4.1. Immanuel school for the deaf
 - 4.2.
 - 4.3.
5. Do you like reading: (delete as appropriate): YES NO
6. If you like reading, which subject is your favourite: (classify 1-10; 1 being least favourite, 10 being most favourite):

6.1. Novels/stories	6.1.1. Fiction 10
	6.1.2. Non-fiction 10
6.2. History	10
6.3. Geography	10
6.4. Science	10
6.5. Sociology	10
6.6. Religious literature	10
7. Do you easily obtain the books you like to read? (delete as appropriate) YES NO
 - 7.1. If YES, from where? Library school
 - 7.2. If NO, why?

Page 1 of 1

QUESTIONNAIRE STUDENT 4

1. Name: (optional).....
2. Date of Birth: 16
3. Class: 8
4. Schools attended:
 - 4.1. Immanuel Christian School for the Deaf
 - 4.2.
 - 4.3.
5. Do you like reading: (delete as appropriate): YES NO
6. If you like reading, which subject is your favourite: (classify 1-10; 1 being least favourite, 10 being most favourite):

6.1. Novels/stories:	6.1.1. Fiction
	6.1.2. Non-fiction
6.2. History:	
6.3. Geography:	
6.4. Science	
6.5. Sociology	
6.6. Religious literature	
7. Do you easily obtain the books you like to read? (delete as appropriate) YES NO
 - 7.1. If YES, from where?
 - 7.2. If NO, why? Hard get.

Page 1 of 1

Name: _____ Index No. _____
1015/1
KENYAN SIGN LANGUAGE (KSL)
RECEPTIVE SKILLS, GRAMMAR
AND EVALUATION
July/August, 2013
Time: 2½ hours



THE KENYA NATIONAL EXAMINATIONS COUNCIL
PRIMARY TEACHER EXAMINATION
PAPER 1
KENYAN SIGN LANGUAGE (KSL)
RECEPTIVE SKILLS, GRAMMAR AND EVALUATION

2½ hours

INSTRUCTIONS TO CANDIDATES

Write your name and index number in the spaces provided above.
Sign and write the date of the examination in the spaces provided above.
Questions 1 (a), 1(b) and 1(c) are video based.
Answer all questions in this question paper.
Do NOT remove any pages from this booklet.
Answers should be given in KSL structures.

For Examiner's Use Only

Section A	Maximum Score	Candidate's Score
A	40	
B	40	
C	20	
Total Score	100	

This paper consists of 12 printed pages.
Candidates should check the question paper to ascertain that all
the pages are printed as indicated and that no questions are missing.

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PAGE TURN

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SECTION A: FINGER SPELLING (MARK 10)

1.A VIDEO WATCH/WORD WORD THERE SPELL FINISH/WRITE//

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SECTION B: SIGNED SENTENCES (MARK 10)

1.B VIDEO WATCH / SENTENCE SENTENCE THERE SIGN FINISH / WRITE//

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix VIII

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Appendix VIII

QUESTIONNAIRE TEACHER 1

- Name: (optional) _____
- Date of Birth: 1984
- Subject taught: Kenyan Sign Language, English, Social Studies
- Schools attended:
 - Primary: Babae Daga Primary
 - Secondary: Karibungu South Secondary School
Bishop Linus Oloo Girls High School
 - College: _____
 - University: _____
- Certificates held, including diplomas, degrees:
 - Certificate in K.S.L. & K.S.L.R.P. in Bunyabu
- On separate sheets of paper, please describe in detail the challenges you face on teaching Kenyan Sign Language to the Deaf.
- On separate sheets of paper, please describe in detail the challenges you face on teaching English to the Deaf.

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and in VIII

QUESTIONNAIRE TEACHER 2

- Name: (optional) _____
- Date of Birth: 21st Nov. 1985
- Subject taught: ENGLISH
- Schools attended:
 - Primary: MABOLA PRIMARY
SCHOOL
 - Secondary: KENDO MUSLIM
KIOGE GIRLS HIGH
SCHOOL
 - College: THE KENYA INSTITUTE
OF SPECIAL NEEDS
EDUCATION
 - University: _____
- Certificates held, including diplomas, degrees:
 - CERTIFICATE IN K.S.L
 - IN COUNSELLING
 - IN FIRST AID
 - DIPLOMA IN SNE
- On separate sheets of paper, please describe in detail the challenges you face on teaching Kenyan Sign Language to the Deaf.
- On separate sheets of paper, please describe in detail the challenges you face on teaching English to the Deaf.

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- Some of the challenges include, the changing Teacher 1 of the English language to Kenyan Sign Language.
 - Most of the textbooks are written in English, making it difficult for the learners to understand.
 - There are no enough K.S.L Textbooks.
- The deaf are used to signing K.S.L, so it is a challenge for them to use standard English.
 - Some words in English, do not have signs. It becomes a challenge when you want to explain the meaning.

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- Challenges I face on teaching English to the Deaf.
 - Deafness as a disability has its own concepts and own means of assessment and education.
 - The deaf because of their lack of spoken language tend to believe that English is very difficult and hence they have developed negative attitude towards it. They believe it is for their hearing peers and that they should not be taught English.
 - They have very limited and pre-mature vocabulary which does not improve easily even as they move to other higher learning institutions. It is hard in English as a subject since we meet vocabularies in our day to day learning. The sentence structures in sign language exact English or standard English does not go well with them and so I have to literally force them to learn English.
 - There are some words in English which have no signs and therefore explaining it to the deaf is rather very hard e.g. nouns, adjectives. I'm forced to fingerspell which is very tiresome.
 - When the syllabus changes, it comes with new words which are not familiar with and so I have to create my own sign for it. Example: a word like Governor, senator, County govt. women rep in a comprehension story.
 - English composition is the most affected subject because they have to write in signed English and it is very hard for them.

Teacher 2

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TEACHER 3

QUESTIONNAIRE TEACHER 3

1. Name: _____ (optional)
2. Date: 7TH of MAY 1983 Birth: _____
3. Subject: SCIENCE C.R.E. KENYA SIGN LANGUAGE taught: _____
4. Schools attended:
 - Primary: LUGWILI BOARDING PRIMARY SCHOOL
 - Secondary: _____
 - College: KENYA SCHOOL OF PROFESSIONAL STUDIES
 - University: MAHARAJA TEACHERS TRAINING COLLEGE
 - University: AFRICA NAZARENE UNIVERSITY (CONTINUING)
5. Certificates held, including diplomas, degrees: PRIMARY TEACHER CERTIFICATE

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TR3

Teacher 3

DIPLOMA IN LAW

6. On separate sheets of paper, please describe in detail the challenges you face on teaching Kenyan Sign Language to the Deaf.
7. On separate sheets of paper, please describe in detail the challenges you face on teaching English to the Deaf.

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APPENDIX VIII

Teacher 3

6. Challenges faced when teaching Kenyan Sign language:
- a) Lack of teaching materials. The text books we have don't have adequate content.
 - b) Regional differences in signs. Especially with the new students from other or different region.
 - c) Lack of proper sign word for some words.
 - d) Low concentration. When the deaf pupil tend to get bored or lack concentration thus easily catch watching other things.
 - e) Time is an issue because teaching and signing consumes much time in which the content to be taught is not fully covered.

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APPENDIX VIII

Teacher 3

7. Teaching English to the deaf the challenges are:
- a) Comprehending the English term or words is hard for the deaf pupil.
 - b) Most English words are new to them. They know how to sign and use the word in stories but they cannot finger spell or even write the word.
e.g. MUST they use it in communication but cannot write the word.
 - c) Lack of teaching materials makes English a foreign language to them.
 - d) Mother tongue interference. Some deaf children who can read lip Swahili or their mother tongue can't differentiate with English.

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QUESTIONNAIRE TEACHER 4

- Name: (optional).....
- Date of Birth: 1987
- Subject taught: K.S.L. ENGL
- Schools attended:
 - Primary: BABA DODD PRIMARY SCHOOL
 - Secondary: KARICONGI SENIOR HIGH SCHOOL
 - College: KENYA SIGN LANGUAGE RESEARCH PROJECT (DURUBURU HAIPO)
 - University:
- Certificates held, including diplomas, degrees:
 - CERTIFICATE IN KENYA SIGN LANGUAGE
- On separate sheets of paper, please describe in detail the challenges you face on teaching Kenyan Sign Language to the Deaf.
- On separate sheets of paper, please describe in detail the challenges you face on teaching English to the Deaf.

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APPENDIX VIII

QUESTIONNAIRE TEACHER 5

- Name: (optional).....
- Date of Birth: OCT 14/1979
- Subject taught: ENGLISH, MATHEMATICS, SCIENCE
- Schools attended:
 - Primary: MWANGA PRIMARY SCHOOL
 - Secondary: CHANAKALI BOY'S HIGH SCHOOL, VINDOGA COUNTY
 - College: LAJUNA - PHILIPPINES
 - University: AFRICA NAZARENE UNIVERSITY
- Certificates held, including diplomas, degrees:
 - B BACHELORS DEGREE
 - DIPLOMA IN S.N.E.
- On separate sheets of paper, please describe in detail the challenges you face on teaching Kenyan Sign Language to the Deaf.
- On separate sheets of paper, please describe in detail the challenges you face on teaching English to the Deaf.

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Teacher 4

Challenges I face when teaching English to the Deaf include: Language barrier. Some deaf do not understand English, so it is hard for the teacher to tell the learner how to sign the words. Other challenge is that some English words do not have their signs hence forcing the teacher to use an alternative sign. It is difficult for the deaf to understand English because they are used to Kenyan Sign Language.

Teacher 4

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No. 6. Challenges faced in teaching Kenyan Sign language to the Deaf-Children.
 Lack of Teaching and learning resources.
 There are so limited available instructional materials that teachers can use in teaching sign language to the deaf children.
 There is no graded curriculum available for use in teaching Kenya sign language.
 Every region in Kenya has varied signs that when it comes to teaching the deaf children there is always a challenge posed due to the structure of forming sign language from written English, it is very challenging because sign language has no grammar of its own. It therefore leaves the teachers to come up with correct interpretation of words or sentences that he or her pupils can understand.
 There is no uniform or a similar approach that is approved and embraced by all education stakeholders as an acceptable standard approach in the teaching and learning of Kenya Sign language.
 Kenya Sign language is limited in vocabulary and in most cases refers proper acquisition of other languages therefore reading is impossible for the child to have a concrete linguistic base therefore retarding academic pursuits in deaf children.
 Due to lack of reference materials, No workshops or seminars on Kenya sign language, the sign language teacher is ill equipped to handle the challenges faced with the language therefore raising a picture of hopelessness among the teachers and pupils too.

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Teacher 5

Challenges faced On teaching English to the deaf

- poor foundation at pre-school level. This can be as a result of lack of technical materials or lack of technical knowhow a how to handle Kenyan sign language. All or majority of deaf children start school late and by the time they join pre-school, they have no language at all. The child receives no pre-lingual skills and therefore becomes the teacher's burden to start from zero in introducing this child to a new environment, new social life away from home as most deaf schools are starting in distance, new everything... child therefore takes significant experience on the teacher to guide the learner in introducing formal education using gestures, signs, facial expression, fine motor training, developing the skills in sign language is to demanding time consuming and requires a lot of devotion and sacrifice on the side of the teacher.

- Rigid Curriculum. was also to blame. Despite the deaf children being deaf, they are forced to go through the rigid curriculum that is result oriented. Comparing with their hearing counterparts, the deaf children are used to signing which is more casual often freely with good signed or written English. As a result the deaf would prefer to think and write in their sign language rather than read themselves to learn English. To them good English is having friends and for the hearing people and for them sign language belongs to them.

- poor vocabulary among the deaf children. Most deaf children are very poor in English vocabulary. They may not be able to read very simple sentences or cannot construct proper English sentences and therefore stay behind in advancing their learning of English as subject. Most deaf children would always read, act out or act out in English is read and understood in sign or interpreted in Kenyan sign language. Therefore distorting the whole meaning of the story.

- Most deaf children prefer reading up their own story forms a chapter or a story book by reading only the words they understand and ignoring or false meaning from the rest of the story. Most deaf children lack patience or skills to read and understand English. Low developed cognitive ability hinders English learning.

Appendix VIII

Page 3 of 3

Challenges faced when teaching Kenyan Sign language

Kenyan sign language is a language taught to the hearing impaired persons. (Teacher B)

It is a language that require a broad approach on how to interpret the words from the spoken English.

It also requires a lot of concentration involving facial expression, body movement and using the actual signs to make this people to understand and get informed.

Teaching sign language has got its own challenges when applying it to the deaf. Some of the issues involve:
a. Introducing this language to people or student who for their first time are coming across this language, for one to illuminate and make this hearing impaired people to understand and know the meaning of this word take quite a lot time.

b. If you are teaching and yet you are not well equipped with the signs. It need one to do a thorough research for one to give out the appropriate sign.

c. In a class not all the pupils and student have the same level of understanding as we have fast learners and slow learners. It is quite a challenge to the slow learners because you need to take a humble time with this learners hence it may drag a teacher syllabus not to be finished on time.

d. Kenyan Sign Language has got its own rules because the language revolves, it needs someone who is very keen in observing the rules eg...

- the use of capital letters
- The use of and observing the (O.V.S) object verb and subject or Object Subject Verb (O.S.V)

- It takes quite some time for one to get used to this

Appendix VIII

QUESTIONNAIRE TEACHER

1. Name: (optional) _____

2. Date of Birth: 15 May 1978

3. Subject taught: Mathematics, English, Science, Social studies KSC & O&E

4. Schools attended: For Longlife Road P. sch

Primary: Thimjope primary school

Tamr

Secondary: Tarunganya high school from 1982

Thimjope secondary school from 36 p

College: Kenya water institute

University: _____

5. Certificates held, including diplomas, degrees:

- Certificate in Ground water technology
- Certificate in Deaf Game Association (NYANZA)
- Certificate in Sign language (interpreter)

6. On separate sheets of paper, please describe in detail the challenges you face on teaching Kenyan Sign Language to the Deaf.

7. On separate sheets of paper, please describe in detail the challenges you face on teaching English to the Deaf.

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Appendix VIII

Teacher B

The omission of conjunction like or, and and the in sign language.

- we have Signing Exact English
- Signed English
- Sign Language

When you sign Exact English One need to sign every and each word, but when you do sign language you need not to sign all the word. Some conjunction and article such as "a" and "an" are omitted. Conjunction such as "this", "is", "one" and "the" are all omitted. It need a broad and open minded teacher to do this. If you are not it becomes a great challenge once you step in class to teach.

The final challenge of teaching KSL is the diversity of it own. because there is no specific signs which can make learners to understand it so fast. Every and each person or school has its own language when it comes to signing (meaning no formula).

The least but not least hearing disability has one of the greatest challenge. Sign language needs a lot of concentration, body movement, one who does this ends up in a day very tired at the end of the day. Impaired themselves the tend to get and hearing impaired too and the level of concentration becomes tired too and the level of concentration especially when the subject is taught for a long hours. When it exceeds it limit the learner ends the lesson with nothing got from the teacher.

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