

## **Assessment of English Grammar Functioning Level of Class Three Prelingually Deaf Learners in Kenya**

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### **Abstract**

Learners in different countries are currently being taught language at their functioning level irrespective of grade levels. District Evaluation Tests in Kenya indicate that Class Three prelingually deaf learners are not being taught English at their functioning level. During the period 2010 - 2012, the learners obtained mean scores of 19.1-29.9%. However, the results did not show their functioning level in grammar to facilitate suitable intervention. The purpose of the study was to assess the learners' functioning level in English grammar. Theory of Syntax by Noam Chomsky was adapted and used. The study employed qualitative and evaluative research designs. Study population consisted of 337 prelingually deaf learners and 65 English teachers. Multi-Stage and purposive sampling techniques were used to select 178 learners and 16 teachers respectively for the study. Data was collected using a questionnaire and a test. The instruments were verified for validity and tested for reliability. Data was analyzed using descriptive statistics and error analysis. None (0.0%) of the 178 learners obtained the criterion pass mark of 50%. The learners' functioning level in English grammar was found to be at Class One level at the beginning of the school year. It was recommended that the learners be taught English grammar from Class One level at the beginning of the school year. The findings may be used by schools and the Ministry of Education for intervention. Keywords: Assessment, Class Three, functioning level, prelingually deaf learner, Kenya.

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