



**MASEÑO UNIVERSITY**  
**UNIVERSITY EXAMINATIONS 2015/2016**

**FIRST YEAR FIRST SEMESTER EXAMINATIONS FOR THE  
DEGREE OF MASTER OF SPECIAL NEEDS IN EDUCATION**

**MAIN/KISE AND CITY CAMPUSES (SCHOOL BASED)**

**ESE 817: BILINGUALISM IN DEAF EDUCATION**

Date: 22<sup>nd</sup> December, 2015

Time: 2.00 - 5.00pm

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**INSTRUCTIONS:**

- Answer Question ONE and any other TWO.

- Q1. (a) Explain the following terms and concepts:
- (i) Bilingualism
  - (ii) Bimodal Communication
  - (iii) Biculturalism
  - (iv) Bilingualism by Immersion
  - (v) Simultaneous Bilingualism (10 marks)
- (b) Discuss the advantages of using the transitional bilingual language policy in primary schools in Kenya. (5 marks)
- (d) Provide justifications as to why Sign language is considered mother tongue to members of the deaf community. (5 marks)
- Q2 Explain why learners who are deaf children find it challenging to competently acquire the five basic language abilities. (20 marks)
- Q3. You have been appointed to start a bilingual programme for learners who are deaf. Describe the approach you would take to ensure the success of the programme. (20 marks)
- Q4. Describe five advantages of using Kenyan Sign language as a language of instruction in schools for the deaf in Kenya. (20 marks)
- Q 5. Using appropriate illustration, explain how the input-output-context process bilingual model (Baker 1983) would be successfully applied in a classroom for learners who are deaf to enable them acquire two languages. (20 marks)