## 3.6 KENYAN SIGN LANGUAGE (504)

Kenyan Sign Language (504) was examined in the following three papers;

**Paper 1 (504/1) KSL Receptive Signing Skills** – this paper tests the receptive signing skills of the candidates through a signed story, signed sentences and finger-spelt words or concepts. This paper is video based.

**Paper 2 (504/2) KSL Language Use** - This paper tests the functional and creative language use of candidates in KSL and KSL Grammar.

**Paper 3 (504/3) Expressive Signing Skills** - This paper tests the practical /expressive signing skills of the candidates in KSL.

### 3.6.1 CANDIDATES' GENERAL PERFORMANCE

The table below shows the performance of candidates in KSL 2014 - 2018

**Table 17:** *Candidates overall performance in KSL in 2014-2018*

| Year | Paper | Candidature | Maximum Score | Mean Score | Standard Deviation |
|------|-------|-------------|---------------|------------|--------------------|
| 2014 | 504/1 | | 35 | 19.06 | 8.17 |
| | 504/2 | 323 | 25 | 9.23 | 5.41 |
| | 504/3 | | 40 | 29.03 | 3.94 |
| | Overall | | 100 | **57.26** | **15.26** |
| 2015 | 504/1 | | 35 | 16.11 | 8.31 |
| | 504/2 | 391 | 25 | 7.65 | 4.4 |
| | 504/3 | | 40 | 26.61 | 5.02 |
| | Overall | | 100 | **50.37** | **15.38** |
| 2016 | 504/1 | | 35 | 16.65 | 7.0 |
| | 504/2 | 420 | 25 | 10.1 | 4.13 |
| | 504/3 | | 40 | 27.23 | 4.21 |
| | Overall | | 100 | **53.98** | **12.78** |
| 2017 | 504/1 | | 35 | 16.42 | 7.33 |
| | 504/2 | 459 | 25 | 11.22 | 4.55 |
| | 504/3 | | 40 | 28.31 | 4.47 |
| | Overall | | 100 | **55.94** | **14.25** |
| 2018 | 504/1 | | 35 | 19.1 | 7.2 |
| | 504/2 | 491 | 25 | 9.6 | 4.95 |
| | 504/3 | | 40 | 26.99 | 4.75 |
| | Overall | | 100 | **55.64** | **14.75** |

The following observations can be made from the table above:

i) The candidature for this paper increased slightly from **459** in 2017 to **491 in 2018**

ii) The overall Subject Mean dropped slightly in 2018 by **0.30** with a good standard deviation of **14.75 and a mean of 55.64**. The paper has continually been stabilizing towards the ideal mean (50) and the idea standard deviation (15).

### 3.6.2 Paper 1 (504/1) Receptive Signing skills

This paper assesses the candidate's ability to receive signed information and respond to the questions in writing Candidates were expected to observe the signed story answer questions correctly to indicate their comprehension of signed information. It comprises of a signed stories on talent development, signed sentences and concepts on various topics and finger-spelt words. Time for candidates to answer the questions has been provided for in the Examination DVD. This paper carries a maximum of **35 Marks.**

### Weaknesses

Majority of the candidates in 2018 had difficulty in recalling facts in the signed story and in some cases they mixed up answers to the questions asked. When given signed sentences on various topical issues, some candidates omitted key words (vocabulary) and instead gave different words not related to the contexts or for signs used. Poor punctuation was also noted as the candidates presented the signed sentence in glossed work.

### Advice to teachers

More practice of watching signed KSL information is encouraged to enhance the acquisition of fluent receptive signing skills. Teachers should enhance the vocabulary learning in various contexts. Teachers need to practice more with signed sentences. The use of sign language variations also gave candidates a challenge. More practice on finger-spelt work is emphasised so as to improve on the learner's receptive signing skills. Glossed passages should not be used for such practice.

### 3.6.3 KSL Paper 2 (504/2) KSL Grammar and Language Use

The paper had 2 sections:

**Section A:** The candidates were required to gloss a composition of about 220 words, **Section B:** The candidates understanding of KSL Grammar and language use for various purposes was tested. This paper carries a maximum of **25 marks.**

**Table 18 below summarise the weaknesses noted and pieces of advice to teachers**

| Section | Weakness | Advice to teachers |
|---|---|---|
| **Glossed Composition writing** | Glossed composition writing continues to be a challenge to most candidates; some candidates are not clear on the instructions and would do both compositions in a shallow way. | Teachers are encouraged to clarify to candidates the need to make a single choice and respond with relevance and depth of understanding the topic chosen. |
| **KSL Grammar** | Questions that tested candidates ability to apply knowledge on elements of a sign in a new situation were poorly performed. Such questions required learners to show similarities in signs illustrated; give/ place of location of signs with precision. | Guide learners on all elements of a sign and practice with them how to identify different elements of various signs. |

| Section | Weakness | Advice to teachers |
|---|---|---|
| | Most candidates could not underline parts of speech as used in glossed sentences such as verbs, adjectives, pronouns and conjunctions. Most students would underline more than one word. | Teachers should guide the learners on the various parts of speech as used in KSL. More practice on identification and role of each part of speech should be enhanced. |
| **Reading Glossed passages** | Most candidates did not comprehend the glossed passage given as their responses to comprehension questions indicated. | Give more reading comprehension practice using well glossed passages that are age appropriate. |

### 3.6.4    KSL Paper 3 (504/3) Expressive signing skills

The paper consisted of a language proficiency interview given to candidates by the team of examiners. A contemporary topic and a picture were given for the candidate to choose **one** and sign about. This paper carries a maximum of **40 marks**

**Weaknesses**
Candidates showed less creative thinking on the picture story given. However, creating a story out of the pictures provided was the favourite question for the candidates but lack of creativity as they signed out their responses to the interviewers was witnessed. When required at the close of the language proficiency interview to ask the examiners any questions, majority of the candidates would ask questions that were indicative of the candidates ability to open up and think out of the box.

**Advice to teachers**
Teachers are advised to use more picture stories for practice with candidates on correct use of vocabulary in context.   Encourage the candidates to ask the examiners questions that will exhibit the development of their own creativity in expressive language use. Candidates tended to avoid discussing contemporary issues as examined in question 2(a).