

3.6 KENYAN SIGN LANGUAGE

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. This paper carries a maximum of 35 marks.

Paper 2 (504/2) KSL Language Use -This paper tests the functional and creative language use of candidates in KSL and KSL Grammar. This paper carries a maximum of 25 marks.

Paper 504/3 Expressive Signing Skills - This paper tests the practical /expressive signing skills of the candidates in KSL. This paper carries a maximum of 40 marks.

5.6.1 CANDIDATES' GENERAL PERFORMANCE

The table below shows the performance of candidates in KSL 2012 - 2019.

Table 16: Candidates overall performance in KSL in 2012 - 2019

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2012	504/1	224	35	19.58	7.48
	504/2		25	11.36	4.41
	504/3		40	30.16	3.86
	Overall		100	60.96	14.05
2013	504/1	235	35	19.60	7.73
	504/2		25	12.08	4.54
	504/3		40	28.90	3.97
	Overall		100	60.58	13.26
2014	504/1	323	35	19.06	8.17
	504/2		25	9.23	5.41
	504/3		40	29.03	3.94
	Overall		100	57.26	15.26
2015	504/1	391	35	16.11	8.31
	504/2		25	7.65	4.4
	504/3		40	26.61	5.02
	Overall		100	50.37	15.38
2016	504/1	420	35	16.65	7.0
	504/2		25	10.1	4.13
	504/3		40	27.23	4.21
	Overall		100	53.98	12.78
2017	504/1	459	35	16.42	7.33
	504/2		25	11.22	4.55
	504/3		40	28.31	4.47
	Overall		100	55.94	14.25

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2018	504/1	491	35	19.1	7.2
	504/2		25	9.6	4.95
	504/3		40	26.99	4.75
	Overall		100	55.69	14.75
2019	504/1	628	35	13.00	6.60
	504/2		25	6.00	3.20
	504/3		40	27.00	4.80
	Overall		100	46.00	14.60

The following observations can be made from the table above:

- i) The candidature for this paper increased from **491** in 2018 to **628** in 2019.
- ii) The overall Subject Mean dropped in **2019** by **9.69** with a good standard deviation of **14.6** and a mean of **46.00**. The paper has continually been stabilizing towards the ideal mean (**50**) and the ideal standard deviation (**15**).

3.6.2 KSL 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 comprehension of signed information. It comprises of signed stories on talent development, signed sentences and concepts on varied topics and finger-spelt words. Time for candidates to answer the questions has been provided for in the Examination DVD.

Weaknesses

Most of the candidates had difficulty in providing the correct answers in the story and in some cases they mixed up the answers to the questions asked. When given signed sentences on various topical issues, most candidates did not follow the correct KSL word order some candidates omitted key vocabulary required and instead gave different words for signs used. Poor punctuation was also noted as the candidates presented the signed sentence in glossed work. The use of sign language variations also gave candidates a challenge.

Advice to teachers

Encourage learners to watch signed KSL information 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 in KSL word order. Practice more of finger-spelt work so as to improve on the learner's receptive signing skills. Avoid using glossed passages for such practice.

3.6.3 KSL Paper 2 (504/2) 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. In 2019, this paper was very poorly performed by learners.

Table 17: Summary of the weaknesses and advice to teachers

Section	Weakness	Advice to teachers
Glossed Composition writing	Most candidates did not grasp the aspect of being shocked at the departure of the father as put in the instructions. Lack of creativity in writing. Poor use of tenses. Writing of factual compositions still a challenge as seen in the second composition. No plot flow.	Teachers are encouraged to clarify to candidates the need to follow instruction given and write with relevance and depth on the topic chosen. Punctuation of glossed work to be practiced.
KSL Grammar	It was noted that 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.	Emphasise on the importance of all elements of a sign in sign production. Practice with them how to identify different elements of various signs.
	Most candidates could not punctuate the paragraph given. Short pause (/) not well used. Hyphen not well used.	Teachers should guide the learners on the various punctuation marks used in glossing. More practice on punctuation should be enhanced.
Reading Glossed passages	Most candidates were lifting sentences from the passage given and did not comprehend the need to use the glossed passage given to create correct sentences in KSL in the same context	Give more reading comprehension practice using well glossed passages. The lifting indicates lack of comprehension and that needs to be taught well.

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

The paper consisted of language proficiency interview given to candidates to sign about, a contemporary topic and a picture given for the candidate to choose **one** and sign about.

Weaknesses

Most candidates would rather sign on the picture story than on contemporary issues. However, signing 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 noted. When required at the close of the language proficiency interview to ask the examiners any questions, majority of the candidates would ask were indicative of the candidates ability to open up and think out of the box.

Advice to teachers

Encourage learners to discuss contemporary issues in their society. Encourage the learners to engage the examiners with questions that will show the development of their own creativity in expressive language skills.