

The use of Lexical Cohesion in the English written texts of Hearing Impaired High Students

Antony Somba Mang'oka, James Onyango Ogola and Phylis Bartoo

Abstract

The purpose of this research was to describe and classify the lexical cohesive devices used by hearing-impaired learners to achieve cohesion in their written texts. Most of the studies done on cohesion have concentrated on written texts by normal hearing learners. A study of how the hearing impaired learners write cohesively would be useful. The data for the study was collected from the written texts of hearing-impaired students from selected High Schools in Kenya. The tools for data collection consisted of free composition and three written assignments by the hearing impaired learners. The study was guided by Halliday and Hasan's (1976) Model of Cohesion to identify, describe and categorize lexical cohesive devices in the written texts. The findings of this study indicate that the HI (Hearing-impaired) learners used lexical cohesive devices. Reiteration was the most prominent cohesive device used. The findings of this study will provide a theory governed description of the lexical cohesive ties used by the hearing impaired learners in Kenya. The findings will also contribute to the increasing body of knowledge in studies related to Discourse Analysis and writing of the hearing impaired learners. The study will be useful to teachers, researchers, the Kenya Institute of Curriculum Development and the Ministry of Education in formulation of future educational policies regarding the education of the hearing-impaired learners in Kenya.

Keywords: Cohesive devices, Lexical cohesion, tie, hearing-impaired learners

Full text:

https://pdfs.semanticscholar.org/72c1/2fb1c42e0f55d80ce1ee2edecd7df94f9f90.pdf?_ga=2.198184360.686626611.1592208566-30625563.1533125846