

THE EFFECTS OF LEARNING DISABILITIES ON THE

ACADEMIC PERFORMANCE IN ENGLISH IN

KURESOI ZONE IN NAKURU

DISTRCT KENYA

BY

STEVE SPERN SUBA

BED/13491/61/DF

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DECLARATION

I STEVE SPERN SUBA BED/13491/61/DF hereby declare that the work presented here is my own and has not been presented for an award of a degree in any other college.

Name of the Researcher: STEVE SPERN SUBA

Signature: 

Date: 13/08/08

Name of the Supervisor: TINDI SGOB

Signature: 

Date: 14th AUGUST 2008

CERTIFICATION

This work has been submitted for examination with my approval

Signature: 

TINDI

SUPERVISOR

DEDICATION

I dedicate this piece of work to all the members of my family, my wife Janecatherine A. Mutsembi. My beloved children Eathern and Eathryn for their support and encouragement during my research and degree programme.

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I'm very grateful to our heavenly Father for His love and care as the research progressed.

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ABSTRACT

Learning difficulties is a great hindrance to the development of a child's education level as well as the educational system as a whole. In the world today every nation, tribe or family is affected in one way or the other by the learning difficulties. Many learners with general or specific learning experience problems in reading English. These diversities range from inability to spell words correctly, inability to pronounce words correctly to speaking of language itself. As a result of inability to read in English, these learners get demotivated, discouraged and demoralized to learn. It is for this reason that the researcher investigated the causes, effects and suggests the solution to these problems.

CHAPTER ONE

INTRODUCTION

1.1 The problem and its scope

Education is a very important aspect of life every society and to every individual. Every child is therefore, entitled to education as stated in the united nations policy on education for ALL (Thailand,1990).

Learning is continuous process, but it can be hindered by learning difficulties that exists in every society, school and at every class level, right from analyzing to arithmetic, reading to comprehension and attention span to hand writing.

Jakuru district and especially Kuresoi zone has not been an exception of this menace.

The trend of poor performance right away from lower primary classes to upper primary classes have been found to affect the overall academic performance of Kuresoi zone in the national examinations. The poor performance has made pupil with learning difficulties to be sidelined during the selection intake to the secondary schools and even others nicknamed “non performers” as a result of their poor performance.

It has also been found out that many pupils have gone out of school with the same problem towards higher levels of learning thus affecting them negatively in communication as well as in air day today activities as in the example of venturing into simple business. These have made researchers to see the need of exploring more on the possible reasons and solutions to alleviate problems.

The purpose of the study is to find out why learners with learning difficulties perform poorly in reading English both at the national examinations as well as the school based tests and other forms of interactions.

The researcher is also trying to find out the possible strategies used by teachers and other stakeholders in helping these learners.

The researcher is very competent as a holder of diploma certificate in special need s education and currently pursuing a bachelor of education degree in Kampala international university.

1.2 Theory

Piaget's cognitive theory

The cognitive theory as stated by Piaget says; “cognitive development have parallel linguistic achievement

It holds that a language is an aspect of general cognitive development. Although it shows certain similarities with both behaviorism and nativism, it differs fundamentally from both.

Piaget believes in an interdependent of language and cognition, that language development has its foundation in the more fundamental development in cognition.

Piaget however does not view language as central to cognitive development but rather as an outside agent. as the child comes to understand language , he has to assimilate and then accommodate the lingual signs to his thought structures, but if he is to find his own meaning ,the symbolic structuring must come first and not confuse by adult language structures; smith and hoodman(1970) . According to Piaget conventionalization precedes language.

There is a research evidence to support the view that early language correlates with certain kinds of conceptual development. For example, concept that children acquire early reading during the sensorimotor stage is object permanence.

1.3 Significance of the study

The researcher's findings will be found useful to the ministry of education science and technology when designing the curriculum for the learners with learning difficulties.

The school administrators will find the findings very useful in advising teachers and other stakeholders on the need to assist the learners with special needs to improve their performance.

Teachers colleges will find researchers findings to be very useful in equipping the teacher trainees with skills and knowledge on how to handle learners with specific learning difficulties.

The teachers and other stakeholders will use the researcher's findings to encourage those learners who already have negative attitude towards the English language and develop a positive attitude towards it.

The research findings will be used in seminars and workshops during the subject panel meetings.

Parents will find the information contained in the research findings very useful in assisting the learner at home, in preventing the cause as well as in undertaking an active role and parental involvement in school.

1.4 Objectives

General objective

To establish the effect of learning difficulties on performance in English for learners with learning disabilities in Kuresoi z one Nakuru district Kenya.

Specific objectives

1. To identify reasons as to why children with learning difficulties perform poorly in the reading of English
2. To find out the implication of reading English to the learners as well as the teachers
3. To look for possible remedies to rectify the reading problem
4. To investigate methods that teachers use in the teaching of those learners

1.5 Research questions

- i) What are the reasons (or factors) behind poor performance in English as experienced by the learners?
- ii) What are the implications of learning difficulties to the hearing impaired learners as well as teacher?
- iii) What is intervention methods used to deal with the problem of English reading difficulties?
- iv) Which methods are used by teachers to teach learners with reading difficulties?

CHAPTER TWO

LITERATURE REVIEW

2.1 Exceptional learners

The term exceptional learner describes only that minority of pupils whose educational needs are very different from those of the majority of children and youth. that is, this group includes only those with deviations that require special teaching competence or unusual school services,L.Dunn (1983).

However, S.Venkathah (21st century) in his book encyclopedia of education categorized the exceptional children n as follows, students with;

Mental retardation

Learning disabilities

Emotional disturbance or behavior disorders

Hearing and language impairment

Visual impairment

Attention deficit hyperactive disorder

Health and physical impairment

Severe and multiple disabilities

Gifted and talented

Every child is entitled to quality education as stated in the United Nations policy on “education for all” UN (1990) .every child regardless of gender, economic status, political status, social status or disability ought to get the basic education.

Reading disability is a learning disorder that shows itself in difficulty in learning to read, despite normal intelligence, conventional teaching and adequate opportunity (J. Farrant, 1990)

As revealed in the news letter released to schools yearly by the Kenya national examination council (KNEC) newsletter (2006) ,learners who are below average perform poorly in the English language.

At the district level ,result for the common tests done as well as the district mock tests at the end of each term shows a poor trends of performance in languages and more so in English language as per the district education office pamphlet (2006) released to schools, examination department in the district D.E.O (2006) .

Within the school level tests popularly known as the weekly tests as well as pupils, progress records revealed the same trend of poor performance in the subject of English more so when a learner has got reading disabilities.

The inherited characteristics acquired from the parents affects the way the child read and child which later affects reading.

Environmental factors like accidents to the mother affects the unborn child which later shows self in reading capabilities.

Accidents like falling or any other injury which the baby is born or when young may hinder the reading of a child. Upbringing factors like lack of motivation may affect the reading in children. Some people also believe in issues like witchcraft that it affects reading. There is significance between reading and poor performance in English.

Definition of learning disabilities

Learners with diverse learning problems are said to have learning difficulties that are broad covering learners with diverse needs, it can therefore be described as an umbrella term that

describes a wide range of problems in acquiring new skills especially in school learning as stated by E. Njuki and G. Ogonda (2001)

In this case, the learning difficulty emphasized here is dyslexia which is a disorder that shows itself in difficulty in learning to read, despite normal intelligence, conventional teaching and adequate opportunity J.Farrant (1980)

“a learning disability is chronic presumably neurological condition – your nervous system is somehow impaired that can frustrate your efforts no matter how hard you work” Paul A Grayson and Philip W.Meilman (1992).

Impairments refer to physical loss of part or all body due to hereditary factors or accidents.

The term learning disabled encompasses a wide range but generally describes intelligent children who suffer no emotional impairment but find reading almost impossible without specialized instruction, F.Schujltz (1999).

Types of learning difficulties

Learning difficulties as stated by E.Njuki and G.Ogonda, (2001) can be put into main categories namely;

- general learning difficulties

- specific learning difficulties

General learning difficulties or disabilities are whereby a learner experience greater difficulty in learning than the majority of the children of his age. It is sometimes described as mental retardation.

Specific difficulties describes a condition which affects learners ability to learn specific skills in academic subjects such as reading ,writing ,spelling ,arithmetic or mathematics. In her book, Sharp (1975) referred the specific learning difficulty as backwardness in reading.

Characteristic of learners with dyslexia

As stated earlier, dyslectics are learners with reading disabilities. according to E.Njuki and G.Ogonda (2001) , these learners may show characteristics such as; wearing of shoes wrongly ,appearing clumsy and prone , difficulty in activities like hopping, skipping or clapping or even a simple rhythm, problems in knowing direction for example forward/backward, under /over, up/down or in/out, possible history of slow speech development ,confusion between left and right, very poor handwriting, poor pronunciation for example “ per car” for “car park”, difficulty in learning about time and difficulty in remembering things in sequential order, just to mention but a few. And writing and learned those skills just as they learned to spell. Students were encouraged to wonder through books and stories making up creative spellings when they needed to.

Causes of dyslexia

The cause of learning difficulties of which dyslexia is one of them can either be genetic or environmental. As indicated by E.Njuki et al in book learners with difficulty in an inclusive setting, genetic or hereditary factors are inherited or inborn and include; parental cause or after birth

Down’s syndrome, this is due to chromosomal defects

Other genetic problems include phenylketonuria and fragile x-syndrome.

Rubella (German measles), which is caused by a viral infection

Air pollution like when pregnant mother inhale fumes like carbon monoxide from motor vehicles exhaust pipes, charcoal burners and fumes from insecticides.

Excessive immunization during pregnancy, anoxia or lack of oxygen

According to M. Sharp (1991), factors like motivation, intelligence and others apply to reading as well.

David Wannør in his book (where there is no doctor) stated that;

“It is true that light of the eclipsing moon falls on a pregnant mother, her child will be born deformed or retarded? This is not true, but children may be born retarded, deaf or deformed if the mother does not use iodized or for other reasons”

Injuries. Motor vehicles and other kinds of accidents suffered by pregnant mother especially in the latter stages of pregnancy are frequent cause of brain damage and a learning difficulty.

X-ray and radiation .expectant mothers exposed to excessive amount of x-ray radiation may scan the brain of the child and cause brain damage.

Drinking of alcohol. Taking alcohol by the pregnant mother cause damage the unborn child.

Misuse of drug. Drug like marijuana or bhang, heroine or cocaine or even common drugs and herbs misused by mothers may have negative effects to the unborn child.

Smoking. Being smoker or passive smoker may cause brain damage to the unborn child.

Prenatal causes (causes during the process of birth)

They include;

A noxia,prolonged labour and unborn child’s failure to cry soon after birth may reduce the oxygen supply to the rain of the new born which may result in brain injury.

Unusual delivery. They include bow leg, breech delivery or bottom first may cause complications as the mother’s birth canal is too narrow.

Post natal causes (causes after birth)

They include;

Direct contact with chemicals such as poison, asbestos roofs paints

Head injuries may be from accidents, blows or even caring

Disease like measles, meningitis or cerebral palsy may lead to brain damage if treatment is not administered early enough.

Lack of stimulation may reduce the child's ability to learn hence leading to inability to read.

Prevention of learning disabilities

According to E. Njuki and Ogonda (2001), the following are recommended;

Observe maximum hygiene to eliminate diseases that can cause brain damage

Monitoring and encouraging mothers to attend antenatal and postnatal clinics

Caring for the newborn baby and providing a balanced diet throughout its life

Providing guiding and counseling as well as genetic counseling wherever necessary

Avoid active and passive smoker who may bring about diseases related to cardiovascular complications

Prevention of accidents and other causing activities like boxing which may cause head injuries.

As per the Sunday nation 22nd June ever argued that;

“My life in school may have been easier if my learning difficulties had been identified and solve earlier”

This shows that early identification and intervention can prevent further damage.

Why do we read?

Reading is a skill and it should be developed early enough. Henry person (1981) stated that the purpose of treading is to acquire information. Through reading we can be informed about people, places and things that we may never experience first hand for ourselves

Early treading

When the child begins to read actually it is a gradual process. It is important to bridge the gap between the pre-reading and early reading stage. This can be done by giving children access to books, by continuing to read them and encouraging them to talk about the stories and by labeling things around the classroom. This device of writing words on labels affixed to items around the room (table, door, and dog) helps children to see the association between the written words and its meaning may be the first step in the recognition of some words, H. Pearson (1981)

Helping learners with reading difficulties

Inability to read can be very embarrassing to many learners and even can lead to truancy and dropouts as J.Farrant (1980) stated,

“Teachers sometimes mistake such symptoms for laziness or in attention and should a void umping to conclusion that can only harm the child”

3. Njuki and Ogonda (2001) suggested the following strategies to be used to assist learners with reading difficulties

Start with the pre-reading skills such as sound discrimination and visual discrimination.

Do not ask the learner with reading difficulties to stand in front of the class aloud to the rest as his might cause or be a source of embarrassment

Insure that reading is fun to the learners at all times by allowing them to close books of their own choice.

Conventional wisdom has it that human beings are neurologically wired to read and learn to do it automatically. But an ongoing, comprehensive study by the National Institutes of Health is telling a far different story. Begun in the 1960's, the study shows that 4 in 10 children have trouble learning to read. About half of these children have such grave difficulty that they fall behind early in school and stay behind.

In the most extreme cases, children appear to have abnormal activity in the parts of the brain that processes phonemes the basic sounds that correspond to the letters of the alphabet. The simplest rules of language elude them. When asked for a word that rhymes with "cat" for example they have no idea what the question means. They stumble over words like "it" and "the". The disorder affects children of all cultural backgrounds and intelligence levels. It strikes those who were read to as infants as well as those who grew up without a book in sight.

Learning disabled children tend to do poorly in public schools, and often their problems go undiagnosed. As a result of failure they act out in class, become truant and eventually drop out. The most vulnerable children are those whose disabilities are detected early and those who are sent to special private schools where teachers drill them in the fundamentals of language.

The children are walked through the alphabet again and again, learning to connect letters to the sounds, the sounds to the syllables, the syllables to the words and so on. The method called phonics was popular until the 1970s when the whole language craze erupted. Whole language enthusiasts thought the children were naturally disposed to reading.

To create interest in the learner by summarizing the story, reading the chapter too and reading aloud as a treat.

The text books used should have a controlled vocabulary, clear and large print, good line spacing and well illustrated diagrams, pictures, hard and double paper.

Interested colour should be used in illustrated pictures and even the cover of the text.

The learners the uppercase and the lowercase letters

Let the learner discriminate between consonant and vowel sounds

Expose the learner to as many reading materials as possible for more practices to create interest.

Teachers to use reading methods such as phonic methods look and say method, key work method on any other recommended method to help the learners to read better.

Goodman theory psycholinguistic view of the reading (1996) process could be elaborated to explain more completely how word recognition works as readers eye more across a page and get meaning from print. According to Goodman readers process words in text by making predictions based on contextual cues. They do not sound out blend each word. Goodman referred to this process as psycholinguistic guessing game in which readers guess upcoming words on the basis of the meaning they already processed in the text. Brannigon (1996) added this to the theory; readers build a lexicon of written words in memory something like a dictionary of specific words, when they read the same words repeatedly.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Study Design

The study employed a case study design to determine the effect of learning disability on the academic performance in English in Kuresoi zone in Nakuru district Kenya

3.2 Sample

The study targeted the following small groups of people:

Twenty teachers

Five head teachers

One education officer

One zonal inspector

One teacher advisory centre tutor (T.A.C)

Ten parents

3.3 Sampling Procedure

The researcher used probability and simple random sampling methods to select those that participated in the study.

3.4 Sample size determination

There are a total of fifteen schools in the zone. They are normally clustered into three schools per cluster, producing five clusters namely A, B, C.D and E.

The researcher gave five teachers questionnaires in each cluster of whom one was the head teacher of that school.

As for the questionnaires for parents each cluster school was issued with two questionnaires of which the first and last performing school as per last years KCPE examination got a questionnaire. The first male and female parent to arrive at school on Monday got a questionnaire.

Since the education officer in the zone are only three one of them got a questionnaire. The collection of the questionnaires was by hand mail through the same cluster schools.

Instruments

The study used the researcher made questionnaires

Twenty five questionnaires were prepared. Twenty were given to teachers; five given to head teachers.

Three questionnaires for education officers were prepared and distributed as follows;

One to the education officer, One to the zonal inspector and one to the TAC Tutor.

Ten questionnaires will be prepared and issued to parents.

3.5 Data collection procedures

The instrument for the collection of data was developed in a simple and clear manner.

The instrument was first used in the local schools as a pilot scheme. The rest were sent through mail or by hand to the respective target population

The instruments were later collected or received and analyses accordingly by use tables bar graphs, histograms and pie charts.

3.6 Definition of terms

Dyslexia: It is a disorder that shows itself as difficulty in learning to read despite normal intelligence, conventional teaching and adequate opportunities

Jurisdiction: This is the area covered during the study or research undertaking

Interaction: A mutual attention towards each other or towards the same object or a third party

Innate: Any inborn quality or ability in man and animals that influence their behavior

Learning difficulties: A term used to describe a wide range of problems in acquiring new skills especially in school learning. In this case it is the problem in the reading of English.

Oriented: Specially focused on a particular thing.

Remedies: Any correction or rectification that has to be made to bring back what had gone wrong.

Seminars and workshops: The meetings or discussion held by the group or any other person for a certain purpose or functions, in most cases to improve on something or to create awareness in something.

Stake holders: All those persons who are involved or have an interest in an institution, company or a group.

Strategies: The methods or ways used to improve or help someone or in something.

Tuancy: Absenting oneself without permission.

CHAPTER FOUR

DISCUSSIONS OF DATA

REASON WHY CHILDREN WITH LEARNING DIFICULT PERFORM POORLY

Response	Frequency	Percentage
Absenteeism	3	25%
Lack of proper teaching skills	3	25%
Understaffing	2	16.8%
Under-motivated teachers	1	8.3%
Slow learner	1	8.3%
Inadequate teaching materials	1	8.3%
Poor foundation	1	8.3%
Total	12	100%

From the findings of the study many reasons came up as a result of human resource being ignorant or lack proper knowledge.16 percent of the respondents gave understaffing as the reason followed by under motivation, slow learner and inadequate teaching materials, with 8.3 % for each and absence and lack of proper teaching skills came last with 2.5 % for each. this signifies that the poor performance of the people with learning difficulties according to

this study mainly as a result of understaffing although other factors also have an influence on it.

IMPLICATION OF READING ENGLISH TO THE LEARNERS

Response	Frequency	Percentage
Lack of professional development	2	33.2%
Negative attitude	1	16.7%
De-motivation	1	16.7%
Too much workload	1	16.7%
Negative effects on other subjects	1	16.7%
Total	6	100%

The study findings established that a greater percentage of 33.2 % of the respondents indicated that learning difficulties has negative effects on professional development of teachers as they take a lot of time in dealing with the learners with deters development of other aspects of teaching. This is followed by negative attitude, demotivation of teachers, too much work load and negative effects on other subjects with 16.7 % for each. This implies that reading difficult has an effect teachers, and pupils in many aspects and need to be rectified in a bid to improve the process of learning.

Response	Frequency	Percentage
Prevention of diseases	6	66.7%
Immunization after birth	2	22.2%
Health check	2	11.1%
Total	9	100%

66.7 % takes the children mainly for prevention of diseases; this is still far compared to the remaining lot of the population

Age (years)	Frequency	percentage
4	5	55.6%
5	2	22.2%
6	2	22.2%
≥7	0	0%
Total	9	100%

55.6% of the children are taken to school at the stated age of six which is still high compared to age brackets.

Response	Frequency	percentage
Able to learn and complete school at early age	6	66.7%
Can get instruction and communicate well	2	22.2%
Depending on his or her own ability	1	11.1%
Total	9	100%

From the response it seems that majority of the parents are not aware of the individual differences among the children and only think of learning and completing school at an early age.

WHEN THE PUPIL EXPERIENCED THE PROBLEM RELATED TO LEARNING THE LANGUAGE

Response	Frequency	percentage
Before attending school		
No	7	35%
Yes	3	15%
After attending school		
No	7	35%
Yes	3	15%
Total	2	100%

From the study findings it was established that about a half of the children experience a problem, related to learning a language before or after attending school and another half experience it after joining the school.

ADVICE GIVEN AT THE REFFERAL PLACE

Response	Frequency	percentage
Improve on balance diet	1	14.3%
Be very close and help the child	2	28.5%
Provide remedial teaching	1	14.3%
Have appositve attitude and encouragement	1	14.3%
Have proper hygiene	1	14.3%
Provide a lot of reading material	1	14.3%
Total	7	100%

From the findings of the study as reflected in the table above it is clear that the kind of advice given at the referral places needs to be refined. The people concerned need to be trained in the above area for better professional advice.

METHODS USED BY TEACHERS WHEN DEALING WITH THOSE LEARNERS

Response	Frequency	Percentage
Look and say	17	63%
Phonic	6	22.2%
Keyword	3	11.1%
Whole sentence	1	3.7%
Total	27	100%

From the response given it is clear that teachers mostly use the look and say method in their teaching, this according to the findings has 63 %, followed by phonic methods with 22.2 %, keyword with 11.1 % and whole sentence got only 3.7%. Teachers also ought to use as many methods as possible.

REASONS AS TO WHY THE LEARNERS ARE UNABLE TO READ ENGLISH

Response	Frequency	Percentage
Poor foundation	7	28%
Lack of facilities	6	24%
Slow learner	4	16%
Mother tongue influence	3	12%
Poor teaching methods	2	8%
Poor school attendance	1	4%
Poor sight	1	4%
Lack of remedial work	1	4%
Total	25	100%

It is clear from the response there are many reasons as the are learners as to why some pupils are unable to read English .the most common being poor foundation with the highest percentage of all (28 %) followed by lack of facilities ,slow learner (personal character) ,mother tongue influence, poor teaching method, poor school attendance, poor sight and lack of remedial work with 24 % ,8 % , 4 % ,4 % and 4% respectively.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusions

There are many factors as to why English as a subject is poorly performed. Some factors are genetic while others are environmental. The intervention measures depend on the kind of reasons causing poor performance. It ranges from simple to complex.

The implications are so tremendous that they cause negative effects to the child's learning and its life in general. This ranges from shyness to embarrassment.

Teacher's use many methods in dealing with the learner's they at times apply these methods concurrently but the most frequently used is the look and say method. What is required is to improve on the use of the method to by applying techniques within each method to promote efficiency.

Teachers are not well exposed in terms of seminars and workshops. They only attend the zonal based seminars and workshops whereas others level are ignored

5.2 Recommendations

The researcher suggests guidance and counseling to the teachers, pupils and parents so as to minimize the causes and effects of reading disabilities.

Early identification and intervention measures should be carried out to the learner with reading disabilities.

Appropriate teaching and learning resources should be used by all teachers and should also include improvised teaching and learning resources within the environment.

Teachers should employ as many methods as possible in their teaching and also apply various techniques within each of the methods employed to improve on the teaching learning situation.

Teachers and parents should be sensitized in seminars and workshops on the need to help learners with reading disabilities.

The education officers and other inspectors should be visiting and be inspecting schools regularly and more so inspecting the teaching of the English language.

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APPENDICES

APPENDIX A: QUESTIONAIRES FOR TEACHERS

1. Which medium of instruction do you use in the teaching of English language in lower primary in your school?

Mother tongue Kiswahili English others

2. Which of these methods do you use in the teaching of English?

Look and say method phonic method

Keyword method whole sentence method

3. What are the relevant teaching / learning resources that you use in the teaching of English?

.....
.....
.....

4. How often do you conduct library lessons?

Weekly fortnightly monthly termly

5. How do you assess the progress of your learner?

.....
.....

6. How often do you assess the progress of your learner?

Daily weekly fortnightly monthly termly

7. Why are some children unable to read English?

.....
.....

. Do you organize subject panels meetings regularly in your school?

yes no

. As a teacher of English language do you attend seminars and workshops?

at zonal level divisional level district level other level

0. How do learners with difficulties perform in other subjects?

below average average above average

1. As per your experience how do learners with reading difficulties feel about themselves?

.....
.....

2. As a teacher, how does reading difficulty in English affect your work and the teaching profession in general?

.....
.....
.....

APPENDIX B: QUESTIONNAIRES FOR EDUCATION OFFICERS

How often do you inspect the teaching of English language in schools?

Weekly monthly termly yearly

a) Are there cases of learning difficulties reported to you?

Yes No

b) If there are, who reports them?

Pupil teacher's parents

What reasons do they give as regards question two above?

.....
.....
During your inspection what methods do the teachers use teaching English reading?

.....
.....
How many times do you organize seminars and workshops in the teaching of English?

Monthly termly yearly

How is the performance of English within your jurisdiction?

.....
.....
7. How do reading difficulties affect teachers and their profession in general?

.....
.....
As per your inspection how many teachers use the relevant /learning resources?

All of them Most of them A few none

APPENDIX C: QUESTIONNAIRE FOR PARENTS

1. As a mother do you attend clinic when you are expectant? Yes No

a) If you do / do not attend clinic what are the reasons?

.....

2. Do you take your child for vaccination and immunization after delivery?

Yes no

If yes/ no what are the reasons?

.....

.....

3. At what age should you take your child to school?

4 years 5 years

6 years 7 years

b. What are the reasons for taking your child to school at the stated age above?

.....

.....

4. Did your child experience any problem related to learning a language?

a) Before attending school Yes No

b) After attending school Yes No

5. What was the problem as mentioned above?

.....

.....

9. Where did you take your child for assessment when you noticed that she /he have a problem?

.....
.....

10. If you took your child to the above named place, what advice were given to you

.....
.....

11. If you find that your child has a problem in reading English even at an advanced age, what steps do you take?

.....
.....

12. Do you check the progress of your child regularly? Yes No

13. How do you feel as apparent if your child does not perform well in class?

.....
.....

14. What rewards do you give to your child for better performance?

Material things Verbal rewards none

CURRICULUM VITAE

PERSONAL BACKGROUND

NAME : STEVE SPERN SUBA

REG NO : BED / 13491 / 61 /DF

AGE : 40 YEARS

GENDER : MALE

CIVIL STATUS: KENYAN

ADDRESS : MUMIAS C.T.C BOX 75 MUMIAS

DATE OF BIRTH: 1968

EDUCATIONAL BACKGROUND

TERTIARY : KENYA INSTITUTE OF SPECIAL EDUCATION

COLLEGE : MIGORI TEACHERS COLLEGE

SECONDARY : LUMAKANDA HIGH SCHOOL

ELEMENTARY: KIGAMA PRIMARY SCHOOL

RESEARCH EXPERIENCE

COURSE : DIPLOMA LEVEL

RESEARCH TITLE : FACTORS AFFECTING PERFORMANCE OF LEARN

LEARNERS WITH SPECIFIC LEARNING

DIFFICULTIES IN BUTERE MUMIAS DISTRICT,

MUMIAS DIVISION, KENYA.