

**LANGUAGE SKILLS AND COMMUNICATION OF CHILDREN  
WITH READING DISABILITIES IN SELECTED  
INCLUSIVE PRIMARY SCHOOLS IN  
BUNGOMA COUNTY, KENYA**

**A Thesis**

**Presented to the College of Higher Degrees and Research  
Kampala International University  
Kampala, Uganda**

**In Partial Fulfillment of the Requirements for the Degree of  
Masters of Arts in Special Needs Education**

**BY**

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**August, 2012**

## DECLARATION A

"This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

Names: Rael Moige Omweri

Signature of Candidate



Date: 24<sup>th</sup> August 2012

## DECLARATION B

"We confirm that the work reported in this thesis was carried out by the candidate under our supervision".

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Name and Signature of Supervisor

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Name and Signature of Supervisor

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Date

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Date

## **Dedication**

I dedicate this work to my dear husband Mr. Hudson Wafula, children Simion, Melvyn and Bathsheba for their moral and financial support throughout the period of carrying out this study.

## **Acknowledgement**

I give acknowledgement to God for the chance to carry out this study. Sincere gratitude goes to my supervisor, Dr. Mrs. Ijeoma Anumaka for her relentless guidance and also to Drs. Mr. and Mrs. Sumil for having taken their time to guide me through the area of research writing.

I also appreciate the criticism, inspiration and guidance which lead to the successful completion of this report findings. I am specifically indebted to Dr. Wilberforce Tindyebwa whose advice on proposal writing was the foundation for the success of this study.

I also acknowledge the entire faculty of education lecturers especially the CHDR department for their input into proper professionalism and ethics into this work. Lastly, I thank the respondents of this study for their participation, without which, this research could not have been accomplished.

## ACRONYMS

LD Learning disabilities

IQ Intelligent Quotient

CMR Component model of reading

## **Abstract**

The ability to communicate is one determiner of a student's success or failure. The acquisition of language skills promote and cement the skills like listening, speaking and writing. The ability to read is crucial for information retrieval. In the written examination oriented education system in Kenya, the child who fails to read and comprehend the written word has distorted communication and the general performance will be poor as a result of poor communication. This study aimed at determining the level of language skills and communication of children with reading disabilities in the inclusive primary schools under study. The following were the study objectives used to get the findings; 1.-to determine the demographic characteristics of respondents in terms of age, gender, educational qualifications, number of years teaching experience and position held in school. 2.-to determine the level of language skills of children with reading disabilities. 3.- determine the level of communication skills of children with reading disabilities and 4.-to establish if there is a significant relationship between the level of language skills and the level of communication skills of children with reading disabilities. The study was guided by Vyotsky's social constructivist theory which views learning as both socially based and integrated. The beneficiaries of this study are the learners, teachers, parents, inclusive primary school administrators, educational policy makers, the ministry of education and any other interested parties and future researchers. The study employed the descriptive survey design. Both qualitative and quantitative approaches were used for data collection. A target population of 115 respondents purposively sampled from 20 schools randomly selected in Bungoma County was used in the study. Demographic characteristics of respondents were tabulated in frequency and distribution tables. The level of language skills and level of communication skills was tabulated using mean. The correlation coefficient was arrived at using the regression analysis. The research finding indicated that there was a positive and significant relationship between the variable correlated. The researcher therefore concluded that the level of language skills has a positive influence on the level of communication skills of children with reading disabilities. The researcher recommends that further research should be done to improve on this study.

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## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the study**

Primary school is a critical period in children's early school careers, as well as having a great influence on their learning and school environment.

Hybels and Weaver II (2004) noted that communication is vital in all areas of one's life. You can use it to persuade, influence relationships, to inform, and to share, discover and uncover information. In this study, communication was assessed through the medium of reading in children with reading disabilities. With current technological advancement, most of the communications are now carried out through written medium like letters, memos and emails just to name but a few. Most evaluation tests, national examinations for primary, secondary and colleges are in written form which calls for effective reading skill for the learner to be able to decode and interpret the written information. Failure to read and interpret the written information properly leads to communication breakdown. Because knowledge of language is pervasive in the educational setting, in that it is used across subjects and the curriculum, difficulties associated with the various aspects of language, such as reading, writing and spelling, may make pupils with reading difficulties more susceptible to failure. Early language stimulation appears to be a key factor in establishing vocabulary and patterns of communication (Smith, 1970).

Many students come to school speaking either a language other than English or a dialect that is considered non-standard English (Eschholz, 1992). It is therefore, necessary to assess their level of language skills and communication.

In many ways, the ability to communicate defines us, says Hart (2004), it is one of the ways we are judged and measured by others and the means by which we forge our relationships. Children starting school with speech, language and communication needs may struggle with any aspect of communication and they can become withdrawn or present with challenging behavior within primary school environment. Based on recommendations from the Rose report; the renewed Primary Strategy for Literacy and Mathematics (DFES, 2006) recognizes the importance of speaking and listening in order for children to learn.

Millions of Children in Europe, United States of America, The Caribbean and primarily Africa, have trouble in learning and reading. Most of these children may not be able to read at all, while they might be considered "slow readers". Besides being a slow reader, many children in Africa lack the basic reading and writing skills associated with learning in high schools for better college education (Cropper, 2003).

Language is one of the greatest gifts to humans and probably all our progress is due to the fact that we can speak and understand each other. It is the basic tool for communicating. However, to develop language and communication requires practice in daily social interactions. The ability to understand and use language in a social context can cause significant problems with social interaction. Children may have difficulty knowing when and how to use their language in different social situations (Bishop et al, 2000) or knowing the differences in how to speak to adults or peers. They may not understand jokes or sarcasm or may struggle with metaphorical language, taking well known phrases literally (Leinonen et al, 1997). The same applies to making meaningful interpretations from the written word through reading.

This can often result in adults and other children misunderstanding reactions from these children as they can seem perverse, pedantic (Bishop et al, 2000) or unsympathetic.

In addition to using language socially, using language effectively for a range of functions can be problematic to many children with language and communication needs; to infer, debate, reason and predict or to clarify a message to others can be areas of difficulty. Verbal reasoning is at the foundation of many elements of education and difficulties with using language to reason, investigate and problem solve or to infer meaning has a significant impact on school work (Bishop, D.V & Adams, C, 1992).

Reading is a crucial form of communication through which we get most of the information required in teaching and learning situations in life

Reading is the recognition of printed or written symbols, which serve as stimuli for the recall of meanings built up through the readers past experience. It has also been described as a process of translating alphabetical symbols into a form of language from which the native speaker has already derived meaning.

Research has shown that children with language difficulties are more likely to have reading comprehension problems, (Catts, H.W. et al 2006 & Nation, K. et al 2004). However, Dr. Catts and his colleagues have found that some young children with language difficulties may be able to score in the adequate range on tests of reading comprehension: if they have adequate word reading abilities. They attribute this to the nature of reading comprehension tests for younger children, which they say are heavily dependent on word reading abilities. Children who are able to read words but have a history of language delay are likely to become poor comprehenders as they get older, (Catts, H.W. et al 2006).

We can all agree that reading is one of the principal tools for understanding our humanity, for making sense of our world, for advancing the democratic ideal, and for generating personal and national prosperity. We can agree that ability to read allows us to achieve three important goals: building knowledge (e.g., learning about the physical world); acquiring information for accomplishing tasks (e.g., installing a VCR); and

deriving pleasure and feeding our interests (e.g., how our favorite athletic team has fared). Lacking reading ability, our lives would be very different. They would not be as rich.

### **Statement of the problem**

Most children are not able to read at all hence considered “slow readers” for lack of basic reading and writing skills associated with learning as asserted by cropper (2003). Language and communication can cause significant problems with social interaction as children may have difficulty knowing when and how to use their language in different social situations Bishop et- al, (2000). Problems in understanding jokes or sarcasm thus struggling with metaphorical language, taking well known phrases literally and making meaningful interpretations from the written word through reading is also crucial among children (Leinonen et al 1997).

Children with language difficulties are most likely to have reading comprehension problems, (Catts, H.W et- al 2006 & Nation, K. et- al 2004) Leaner (1997), points out the importance of reading in our culture that the unskilled reader is at great disadvantage in school and work place.

### **Purpose of the study**

The following were the reasons why the study was proposed:

1. To test the null hypothesis of no significant relationship between the level of language skills and the level of communication of children with reading disabilities in selected inclusive primary schools in Bungoma County.
2. To validate Vygotsky’s social constructivist theory which views learning as both socially based and integrated. It generally assumes the following:

Learning is a social activity – interpersonal behaviors are the basis for new conceptual understandings.

Learning is integrated – strong interrelationships exist between oral and written language learning.

Learning requires student interaction and engagement in class room activities – engaged students/pupils are motivated to learn and have the best chance of achieving full communicative competence across the broad spectrum of language and literacy skills.

### **Research objectives**

**General:** This study determined that there is a significant relationship between language skills and communication of children with reading disabilities in Bungoma County, Kenya.

### **Specific objectives**

1. To determine the demographic characteristics of respondents in terms of, age, gender, educational qualifications, number of years teaching experience and position held in the school.
2. To determine the level of language skills of children with reading disabilities.
3. To determine the level of communication of children with reading disabilities in the selected schools under study.
4. To establish if there was a significant relationship between the level of language skills and the level of communication of children with reading disabilities in the selected schools under study.

### **Research questions**



1. What is the demographic of the respondents in terms of age, gender, educational qualifications, number of years teaching experience and position held in the school?
2. What is the level of language skills of learners with reading disabilities in selected inclusive primary schools in Bungoma County Kenya?
3. What is the level of communication of learners with reading disabilities in selected inclusive primary schools in Bungoma County Kenya?
4. Is there a significant relationship between the level of language skills and the level of communication of children with reading disabilities in selected inclusive primary schools in Bungoma County, Kenya?

### **Null Hypothesis**

There is no significant relationship ( $H_0$ ) determined between the level of language skills and the level of communication of children with reading disabilities in the schools under study.

### **Scope**

#### **Geographical Scope**

This study was conducted in selected inclusive primary schools in Bungoma County Kenya.

#### **Theoretical Scope**

This study was guided by Vygotsky's social constructivist theory (1962), which views learning as both socially based and integrated was to be proved or disapproved in this study.

#### **Content Scope**

This study intended to establish whether communication of children with reading disabilities is determined by the level of language skills.

### **Time Scope**

This study was conducted as from September 2011 to August 2012.

### **Significance of the study**

The following disciplines will benefit from the findings of the study:

The **learners** with learning disabilities in reading will benefit from the study as the study enlightens teachers handling them on their plight in levels of language skills and communication and how to improve the same for them to benefit fully in the reading activities.

The **teachers** handling children with learning disabilities in reading because it helps the teachers to understand more about the levels of language skills and communication of these learners and adjust the learning content accordingly to the same during the teaching-learning process.

The **parents** of children with learning disabilities in reading will use these findings to fill gaps in and improve their communication with their children.

The **inclusive primary school administrators** will use these findings to enhance the improvement of communication and language skills of learners with reading disabilities.

The **educational policy makers** will also embrace some of these findings and recommendations of the study as it sheds light to the general education sector at large.

The **Ministry of Education** will use these findings to set standards for curricula implementation for the learners with learning disabilities in reading.

### **Operational definitions of key terms**

**Demographic characteristics** refer to attributes of the respondents.

**Language skills** refer to the skills needed in order to use language effectively.

**Communication** is the effective use of language symbols to express ideas and feelings.

**Reading disability** refers to the inability to read at the expected rate and level.

## CHAPTER TWO

## **REVIEW OF RELATED LITERATURE**

### **Concepts, Opinions, Ideas from Authors/Experts**

#### **Language**

Language is a means of communication. Through language, people express their desires, ideas, excitement, amusement and disappointment, Dundee (2003). Language is used to communicate ideas. Spoken communication requires a listener, and written communication, a reader. Consequently, the attempt to increase and improve communication abilities and habits must involve work with four related but distinct skills; speaking, writing, reading and listening. The four skills cited here are both communication and language skills. Communication and language are inseparable, they go hand in hand.

#### **Communication**

According to Hybels and Weaver II (2004), communication is defined as any process in which people share information, ideas and feelings. It involves not only the spoken and written word but also body language, personal mannerisms and style – anything that adds meaning to a message.

In view of translating written language into useful information through reading, the child with a reading disability may be disadvantaged through this skill and fail to enjoy school life as cited by Hybels and Weaver II (2004), that to live, then, is to communicate. To communicate effectively is to enjoy life more fully.

The basic communication skills include speaking, writing, reading and listening. Kegel and Stevens (1959), defines a skill as the ability to perform competently an act which has relatively predictable results. Kegel and Stevens (1959), cited thinking as a basic communication skill alongside listening, reading, speaking and writing. Though thinking is basic to communication, we actually communicate by listening, reading, speaking and writing. There are two kinds of linguistic communication that is, listening (receptive)

and speaking (expressive) go together, reading (receptive) and writing (expressive) go together. In fact, children master the skills in just this order: first listening, then speaking, then reading, then writing.

Effective communication is an extremely important factor in achieving personal satisfaction and success. It also means the effective use of language symbols to express ideas and feelings.

### **Language Skills and Communication**

It is commonly recognized that children with reading difficulties frequently experience language and communication difficulties according to Abbeduto and Rosenberg (1987); Beveridge and Tatham (1976); Krishef (1983). With respect to linguistic competence, depending on the extent of learning disabilities, slow learning children commonly demonstrate delays in syntax and some aspects of semantics as noted by Abbeduto, Furman, and Davies (1989); Miller and Chapman, (1984). Abbeduto and Hesketh, (1987); Abbeduto and Rosenberg (1992) further adds that, with respect to communicative competence, the areas that have received most attention by researchers working in the field comprise conversational turn-taking, expressing and understanding a range of speech acts, signaling and responding to signals, communication breakdown and the establishing of referents. This shows that not much research has been undertaken in relation to reading disabilities and how they affect language skills and communication of learners with reading disabilities in our inclusive primary schools.

### **Reading Disabilities**

Reading is a crucial form of communication through which we get most of the information required in teaching and learning situations in life. Krashen (1993) says that we learn to read by reading, not through drill and practice, but by free volition, and in this way learners become readers.

Reading is the recognition of printed or written symbols, which serve as stimuli for the recall of meanings built up through the readers past experience. It has also been described as a process of translating alphabetical symbols into a form of language from which the native speaker has already derived meaning. According to Lawal (1996), readers use the symbols to guide the recovery of information from their repertoires and consequently use this information to construct interpretations of the message. Adewole (2001), describes "critical reading skill," with which students need to read, explore and appreciate a literally text effectively. The ability to read is a crucial skill for information retrieval (Dike, 2006).

There are four different areas of learning which facilitate reading. Language was put first because the meanings embodied in print are of high utility, especially if one already knows something about the topic of the text. Language has two powerful bases for prediction in reading. The first is the meanings, and the second is the sentence structures. A third, less reliable and sometimes confusing and distorting source of cues, exists in the letter sound relationships. Theoretical analyses tell us that it is the consistencies in the spelling patterns or clusters of letters, rather than the letter-sound relationships that assist our reading. If that is where the consistencies is that is where the human brain will find and use them, even if it has to overcome some of the things that teachers have taught. The child with limited language must still be taught to read. Preparation in reading can be done more directly with language.

### **Theoretical Perspective**

Vygotsky's social constructivist theory (1962), which views learning as both socially based and integrated, has played a major role in guiding the research in this area. Hence studies of classroom language and literacy learning generally assume the following:

Learning is a social activity – interpersonal behaviors are the basis for new conceptual understandings.

Learning is integrated – strong interrelationships exist between oral and written language learning.

Learning requires student interaction and engagement in class room activities - engaged students/pupils are motivated to learn and have the best chance of achieving full communicative competence across the broad spectrum of language and literacy skills.

## **Related Studies**

### **Language Skills and Communication**

According to Martin (1999), language is used within primary school education as the main tool for teaching. Children need to have proficient language skills in order to use the language to learn.

Goswami (2007), says that language is also used by teachers to manage their classrooms, determine rules and routines and ensure children are aware of their expectations. It is suggested in the current reviews of primary education (Primary reviews in UK) that the ways in which teachers talk to their children can influence learning memory, understanding and the motivation to learn. It is noted that there are enormous individual differences in language skills between children and therefore in their ability to benefit from particular level instruction. Effective language skills are essential for children to access the curriculum. Language development is accepted as being critical to cognitive development and learning itself is seen by many as a social activity.

The hastened transition towards reading and writing as key performance indicators, accompanied by increasingly complex and challenging language expectations on the part of the teacher and learner alike have their greatest impact on children with any degree of speech, language and communication needs, (Goswami,2007). Children with reading disabilities in our inclusive schools are at a greater risk of failing to successfully

acquire sufficient communication and language skills due to the high pupil-teacher ratio which may make it hard for optimum attention from teachers realized.

According to Dunde (2003), the attempt to increase and improve communication abilities and habits must involve work with four related but distinct skills; speaking, writing, reading and listening. The four skills cited here are both language and communication skills. Language and communication are inseparable, they go hand in hand.

### **Reading Disability**

According to Freiberg (2007) approximately eighty percent of children identified as having learning disabilities have their primary difficulties in learning to read. This high rate of occurrence of reading difficulties among youngsters with learning disabilities has also been reported by Karale in his meta- analytic studies. More recent longitudinal and cross-sectional studies have supported the high rate in reading difficulty among children with learning disabilities, but have also found that reading deficits frequently occur with other academic and attentional difficulties. Research indicates that reading disorders reflected in deficient decoding and word-recognition skills are primarily caused by deficient in the ability to segment syllables and words into constituent sound units called phonemes.

The selection of reading ability to represent educational performance is motivated by the findings of Brown's, (1984) research which demonstrated a strong effect of their intervention specifically on reading.

Currently, learning disabilities (LD) are diagnosed on the basis of the discrepancy between students' IQ and reading achievement scores. Students diagnosed with LD often receive remedial instruction in resource rooms. The available evidence suggests that the educational policy based on this discrepancy model has not yielded satisfactory



results as it is used for diagnosing and treating reading problems, has failed to deliver the expected academic benefits (Aaron, 1997b). The disappointing outcome of the discrepancy model-based educational policy naturally impelled researchers to examine the potential reasons for its failure (e.g., Lyon et al., 2001). This scrutiny of the LD program identified many reasons for the disappointing outcome, but the most formidable problem faced by the discrepancy model is that children who are identified as having LD and provided with instruction in resource rooms have failed to show improvement in their reading skills, as documented by several researchers (Bentum & Aaron, 2003; Carlson, 1997; D. Fuchs & Fuchs, 1995; Haynes & Jenkins, 1986; Moody, Vaughn, Hughes, Fischer, 1998; Wleklenski, 1993). In fact, the studies by Wleklenski (1993) and Bentum and Aaron (2003) found a significant decline in the verbal IQ and spelling scores of children taught in resource rooms—an instance of the “Matthew effect.”

This has led researchers to try other paradigms, such as the component model and response to intervention, for dealing with children with reading disabilities. The component model of reading (CMR) described in the present study identifies the reading component that is the source of reading difficulty and targets instruction at that component.

Several studies have shown that not all poor readers are alike and that reading difficulties are varied in origin (Aaron, Joshi, & Williams, 1999; Catts, Hogan, & Fey, 2003; Swanson, 1999; Swanson, Howard, & Saez, 2006). To be more specific, from a cognitive perspective, some children may have difficulty at the word recognition level, others at the comprehension level, and still others may be poor readers because of limited vocabulary. It is reasonable to expect instruction in word recognition to improve the performance of the first type of readers, comprehension instruction to help the second type of readers, and vocabulary instruction to help the third type of readers. Effective instruction, therefore, requires knowledge about what skills make up the

reading process and how to identify the weak component that leads to reading difficulty. The component model of reading provides a tentative answer to these requirements (Aaron, 1997a; Aaron & Kotva, 1999; Joshi & Aaron, 2000). More specifically, the component model of reading identifies the weak component that underlies reading difficulties and focuses remedial efforts at this weak component.

### **The Component Model of Reading (CMR)**

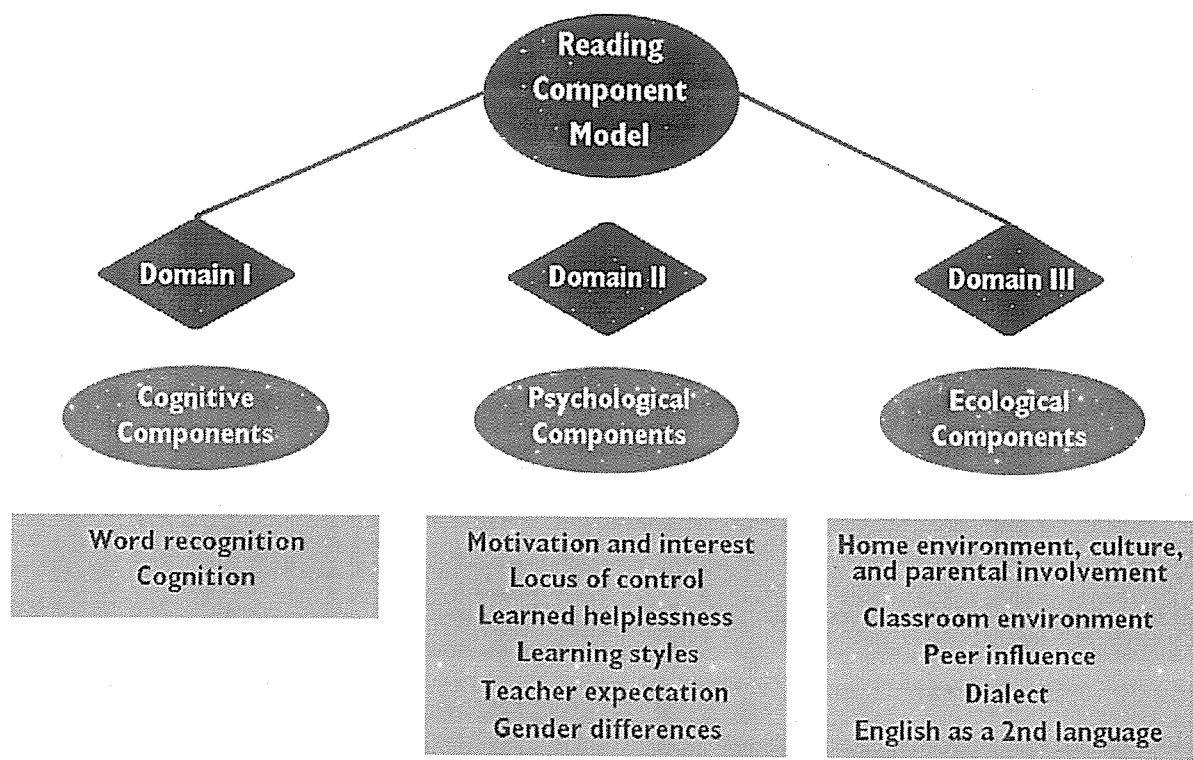
A **component** is defined as an elementary information processing system that operates on internal representations of objects and symbols. To be considered a component, the process should be demonstrably independent of other cognitive processes (Sternberg, 1985).

The literacy performance of children in the classroom is affected not only by cognitive factors, but also by environmental and psychological factors (e.g., Berninger, Dunn, Lin, & Shimada, 2004; Dudley-Marling, 2004). The component model of reading is broadly conceptualized and takes this fact into account. Components that have an influence on the acquisition of literacy skills are organized into three domains and constitute the component model of reading (CMR). The three domains of the CMR are (a) the cognitive domain, (b) the psychological domain, and (c) the ecological domain.

The cognitive domain of the CMR has two components: word recognition and comprehension. The psychological domain includes components such as motivation and interest, locus of control, learned helplessness, learning styles, teacher expectation, and gender differences. The ecological domain includes the components of home environment and culture, parental involvement, classroom environment, dialect, and speaking English as a second language. It has to be added that the components of the cognitive domain can satisfy the condition of independence fairly well, whereas the components of the psychological and ecological domains do not satisfy this requirement nearly as well. Nevertheless, the CMR provides a framework for teachers and

psychologists for navigating their course through the various assessment formats and determining remedial strategies for use in the classroom. The importance of these psychological and environmental factors has been recognized by educators for a long time and has been also empirically documented (Berninger et al., 2004; Dudley-Marling, 2004).The three domains of the CMR and their constituent components are shown in Figure 1 below.

**Figure 1: Overview of the Component Model of Reading**



**(By Aaron, 1997a; Aaron & Kotva, 1999; Joshi & Aaron, 2000)**

When applied to literacy acquisition, the CMR envisages that a child can fail to acquire satisfactory levels of literacy skills because of deficits in any component in any one of these three domains.

The inspiration for the CMR comes from a report by Gough and Tunmer (1986) who presented a simple view of reading by noting that the two most important constituents of reading are the ability to decode words and the ability to comprehend text. Gough and Tunmer expressed this proposition in the form of a formula:  $R = D \times L$ , wherein R is reading comprehension, D is decoding, and L is linguistic comprehension, as assessed by a test of listening comprehension. They set the value of each variable to range from 0 to 1. It follows, then, if D is 0, then R is 0; if L is 0, then R is also 0. The validity of the formula was tested by Hoover and Gough (1990) by tracking and assessing 254 English-Spanish bilingual children from Grades 1 through 4. The investigators found that a substantial proportion of the variance in reading comprehension was accounted for by the product of decoding and listening comprehension (Grade 1,  $r = .71$ ; Grade 2,  $r = .72$ ; Grade 3,  $r = .83$ ; Grade 4,  $r = .82$ ).

The linguistic comprehension component, as used in the Gough-Tunmer formula, represents listening comprehension and is assessed by using a test of listening comprehension. However, it should be noted that the correlation between reading comprehension and listening comprehension is high, usually in the vicinity of .80, particularly for children in upper elementary grades and adolescents, so that listening comprehension can be used as a predictor of reading comprehension (Joshi, Williams, & Wood, 1998; Kintsch & Kozminsky, 1977; Palmer, McCleod, Hunt, & Davidson, 1985).

The other component, word recognition, includes two processes: (a) the ability to decode written words, and (b) the ability to decode words instantly and automatically. Developmental studies of reading show that many children are slow in decoding written words until they reach the third grade or so, by which time most children have learned to decode written words instantly and automatically, a process traditionally referred to as sight word reading.

The simple view of reading, as is true of most psychological theories, has not gone unchallenged. Duke et al. (2006), for example, have faulted the simple view of reading by noting that it has left out many variables, including vocabulary knowledge, motivation, and the cultural background of the reader. Nevertheless, in defense of the simple view of reading, it has to be noted that Gough and Tunmer (1986) did not imply that reading is a simple process but that the information-processing aspect of reading can be explained simply by the product of D and L. Of course, it is common knowledge that factors such as vocabulary knowledge, motivation, and the amount of reading that takes place at home are all factors that contribute to reading achievement.

Duke et al. (2006) also stressed that speed of processing is another important element left out of the simple view of reading. After the publication of the report of the National Reading Panel (2000), this aspect of reading, which is included in reading fluency, has received a considerable amount of research attention. There is unanimous agreement among educators and researchers that fluency is a hallmark of good readers. What is not agreed upon is whether speed of processing is a component that is independent of decoding skill. Studies by Adlof, Catts, Hogan, and Little (2005), Cho and McBride-Chang (2005), and Vukovic and Siegel (2006) have shown that speed of processing adds little variance to reading performance that is not explained by word recognition and comprehension skills. This conclusion can be backed up by the observation that all poor decoders are also slow readers and that slow readers, in general, are also poor decoders, thereby making room for accommodating fluency under the word recognition component. The CMR, as described in the present study, is an elaboration of the simple view of reading created by adding psychological and environmental factors to the simple view of reading.

### **Gaps Identified in the Study**

The above literature review and related studies show that most of the previous studies were undertaken in developed countries but not Kenya.

The previous studies cited in this study were carried out more than ten years ago; this means that the time gap is big.

## CHAPTER THREE

### METHODOLOGY

#### Research design

This study took the descriptive survey. The descriptive correlation design was used since descriptive design studies are non-experimental researches that describe characteristics of a particular individual, or of a group. It deals with the relationships between the variables of the problem under study. Both quantitative and qualitative approaches were used as there was data collected from respondents and citation of information from previous researches.

#### Research population

This study was carried out in twenty inclusive primary schools in Bungoma County, Kenya. In each school the teachers handling English language in classes one to five were automatically selected.

#### Sample Size

In view of the nature of the target population where the number for both inclusive primary schools and teachers are many, a sample was taken from each category. Table 1 below shows the respondents of the study with the following categories: primary schools, population and sample. The Slovin's formula was used to determine the minimum sample size.

The sample size was obtained by using Slovin's Formula:

$$n = \frac{N}{1 + N (0.05)^2}$$

Where:

n – Sample size

N – Total number of population

1 – Constant

0.05 – Desired number of error (percentage allowance for non precision is because of the used sample instead of population, i.e. 5% is commonly used)

$$n = \frac{21}{1 + 21 (0.05)^2}$$

$$n = \frac{21}{1 + 0.0525}$$

$$n = \frac{21}{1.0525}$$

$$n = 19.9$$

$$n = 20 \text{ schools}$$



**Table 1**  
**Respondents of the Study**

<b>Primary Schools</b>	<b>Population</b>	<b>Sample</b>
01	9	9
02	9	9
03	4	4
04	4	4
05	8	8
06	4	4
07	6	6
08	6	6
09	4	4
10	4	4
11	5	5
12	5	5
13	5	5
14	5	5
15	5	5
16	7	7
17	6	6
18	6	6
19	5	5
20	8	8
<b>Total</b>	<b>115</b>	<b>115</b>

**Source: primary data**

## Sampling procedure

The purposive sampling was utilized to randomly select the respondents based on these criteria:

1. Male or female respondents in any of the inclusive primary schools included in the study.
2. Teachers teaching English as a second language in lower primary classes one to five with experience ranging from one year and above.
3. Teachers who teach English and had stayed in the school for one year and above.

## Research instruments

The research tools utilized in this study included the following: (1) **face sheet** to gather data on the respondents' demographic characteristics (gender, age, qualifications, number of years teaching experience, position held in the school), (2) **Self Administered questionnaires (SAQ)** to determine the level of language skills and level of communication of children with reading disabilities. The response modes of the questionnaire for level of language skills and level of communication of children with reading disabilities were as follows: strongly agree **(4)**; agree **(3)**; disagree **(2)**; strongly disagree **(1)**.

## Validity and Reliability of the Instrument

Content validity was ensured by subjecting the self administered questionnaires on level of language skills and level of communication of children with reading disabilities in our inclusive primary schools to the panel of judges who were to estimate the validity on the basis of their experience.

$$\text{Validity (V)} = \frac{\text{RQ}}{\text{TQ}}$$

Legend: RQ = Relevant Questions

TQ = Total number of Questions

For level of language questionnaire

$$TQ = 10$$

$$RQ = 7$$

$$\frac{CVI1 + CVI2 + CVI3}{30} = \frac{9 + 7 + 7}{30} = \frac{23}{30} = 0.77 \text{ (For level of language questionnaire)}$$

For level of communication questionnaire

$$TQ = 13$$

$$RQ = 10$$

$$\frac{CVI1 + CVI2 + CVI3}{39} = \frac{10 + 10 + 9}{39} = \frac{29}{39} = 0.74 \text{ (For communication questionnaire)}$$

The test-retest was used to determine the reliability (accuracy) of the self administered questionnaires to ten respondents (teachers) not included in the actual study. In this test-retest technique, the questionnaires were administered twice to the same subjects. The test is reliable if the score for both times is equals to or above 0.7. The questionnaires were therefore administered twice to the same respondents and was found reliable at a coefficient of 0.85.

## **Data Gathering Procedures**

### **Before the administration of the questionnaires**

1. The researcher secured an introduction letter from the College of Higher Degrees and Research to solicit approval to conduct the study from respective heads of inclusive primary schools.
2. When approved, the researcher secured a list of the qualified respondents (teachers) from the head teachers in charge and selected a minimum sample size through systematic random sampling.

3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix III).
4. More than enough questionnaires were produced for distribution.

#### **During the administration of the questionnaires**

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher set a deadline for retrieval of the questionnaires.
3. On retrieval, all returned questionnaires were checked if completely answered.

#### **After the administration of the questionnaires**

1. The researcher selected completed questionnaires and checked for any errors.
2. Analyzed and interpreted data gathered, encoded into the computer and statistically treated it using the Analysis of variance (**ANOVA**) in tables to show mean, frequency and percentage.

#### **Data Analysis**

The frequency and percentage distribution was used to determine the demographic characteristics of the respondents.

The means were applied for level of language skills, level of communication skills and relationship between the level of language skills and level of communication of children with reading disabilities.

An item analysis illustrated the strengths and weaknesses based on the indicators in terms of mean and rank. From these strengths and weaknesses, recommendations were derived.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

A. For the level of language skills and level of communication of children with reading disabilities.

Mean Range	Response Mode	Description	Legend Interpretation	
3.26-4.00	Strongly agree	Agree with no doubt	SA	Very high
2.51-3.25	Agree	Agree with some doubt	A	High
1.76-2.50	Disagree	Disagree with some doubt	D	Low
1.00-1.75	Strongly disagree	Disagree with no doubt at all	SD	Very low

### Ethical Considerations

In order to ensure the confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. The respondents and schools were coded instead of reflecting the actual names.
2. Permission was solicited through a written request to the concerned heads of the inclusive primary schools included in the study.
3. The respondents were requested to sign in the Informed Consent Form (Appendix III). Acknowledge the authors quoted in this study. The findings were presented in a generalized manner.
4. Presentation of findings was generalized.

### Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. Extraneous variables which were beyond the researcher’s control such as respondents’ honesty, personal biases and uncontrolled setting of the study.
2. Testing: Differences in conditions, days and time when different respondents gave the data.

**CHAPTER FOUR**  
**DATA PRESENTATION, INTERPRETATION AND ANALYSIS**

**DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS**

**TABLE 2**

Main sub category	Sub category	Frequency	Percentage
Gender	Male	32	27.826
	Female	83	72.174
	<b>Sub total</b>	<b>115</b>	<b>100</b>
Age	21-39	44	38.260
	40-59	71	61.739
	60 and above	0	0
	<b>Sub total</b>	<b>115</b>	<b>100</b>
Educational qualifications (under education discipline)	Certificate	64	55.652
	Diploma	42	36.522
	Bachelors	8	6.956
	Masters	1	0.869
	<b>Sub total</b>	<b>115</b>	<b>100</b>
Number of years teaching experience	1-2 years	3	2.608
	3-4 years	17	14.782
	5-6 years	25	21.739
	7-9 years	30	26.086
	10 years and above	40	34.782
	<b>Sub total</b>	<b>115</b>	<b>100</b>
Position held in the school	Head teacher	1	0.869
	Deputy-head teacher	3	2.609
	Senior teacher	3	2.609
	Class teacher	48	41.739
	Subject teacher	60	52.174
	<b>Sub total</b>	<b>115</b>	<b>100</b>

**Source: Primary data.**

The table above presents the respondents in terms of age, gender, educational qualifications, number of years teaching experience in primary school and position held in the school.

Regarding gender it was realized that, most respondents, that is 72.174% were female while 27.826% were male.

In terms of age, 61.739% of the respondents lay in the age bracket of 40-59 years, which is middle adulthood followed by respondents between 21-39 years with 38.260% with no respondent above 60 years which was equivalent to 0.000%.

Regarding educational qualifications under the educational discipline, the certificate holders took a lion's share of 55.652% followed by the diploma holders with 36.522%. It was realized that only 6.956% of the respondents had bachelors' degrees and 0.869% with a masters' degree.

In the number of years teaching experience, it was realized that majority of the respondents 34.782% had served for more than 10 years. There was a close range of 25.986% and 21.739% for respondents who had served for 7-9 years and 5-6 years respectively. It was also realized that respondents in the subcategory of 3-4 years took 14.782% with the least being 2.608% in the subcategory of 1-2 years.

Under the position held in the school majority of the respondents 52.174% were subject teachers while 41.739% were class teachers. Respondents in the senior and deputy head teacher categories took a 2.609%. Only 0.869% of the respondents happened to be a head teacher.

## Level of Language Skills of Children with Reading Disabilities

**Table 3**

Statement	Mean	Interpretation	Rank
There are individual differences in the level of language skills among learners with reading disabilities.	3.826	Very high	1
Reading readiness is the foundation on which accomplishment reading is accomplished.	3.730	Very high	2
Vocabulary skills, perceptual skills, language skills and reasoning skills are all necessary for good reading	3.591	Very high	3
Children with reading disabilities need to have proficient language skills in order to use the language to learn	3.548	Very high	4
Pupils with learning disabilities have their primary difficult in learning to read.	3.452	Very high	5
Speed of recognition is strongly related to word reading.	3.434	Very high	6
Accurate word reading is critical to reading comprehension	3.426	Very high	7
<b>Average mean</b>	<b>3.572</b>	<b>Very high</b>	

**Source: Primary data**

Mean range	Interpretation
3.26 – 4.00	Very high
2.51 – 3.25	High
1.76 – 2.50	Low
1.00 – 1.75	Very low



The second objective was set to determine the level of language skills of children with reading disabilities in selected inclusive primary schools in Bungoma County. The level of language skills was measured in the Likert scale using seven qualitative questions in which respondents were required to indicate the extent to which they agree or disagree on each item. 1-strongly disagree, 2-disagree, 3-agree and 4-strongly agree.

The responses got for this objective were analyzed and described using means as shown in table 4 above. Results indicated that most respondents strongly agree that there are individual differences in the level of language skills among learners with reading disabilities. This item was given a mean of 3.826 which is very high and equivalent to strongly agree on the Likert scale and was ranked in the first position.

Reading readiness is the foundation on which accomplishment reading is accomplished was also rated very high with a mean of 3.730 which is equivalent to strongly agree on the Likert scale and was ranked in the second position.

The statement that vocabulary skills, perceptual skills, language skills and reasoning skills are all necessary for good reading was rated very high with a mean of 3.591 equivalent to strongly agree on the Likert scale and took the third position.

The statement that children with reading disabilities need to have proficient language skills in order to use the language to learn was rated high with a mean of 3.548 equivalent to strongly agree on the Likert scale and took the fourth position.

Pupils with learning disabilities have their primary difficult in learning to read got a very high rating with a mean of 3.452 equivalent to strongly agree on the Likert scale and was ranked fifth.

On the indicator, speed of recognition is strongly related to word reading, a high rating with a mean of 3.426 equivalent to strongly agree on the Likert scale was realized, taking the sixth position.

The statement accurate word reading is critical to reading comprehension got a mean of 3.426 which is very high and equivalent to strongly agree on the Likert scale taking the seventh position.

In general, the second objective on the level of language skills of children with reading disabilities, an average mean of 3.572 was got which is a very high rating equivalent to strongly agree on the Likert scale.

## Level of Communication of Children with Reading Disabilities

**Table 4:**

Statement	Mean	Interpretation	Rank
Language is crucial for the development of communication for primary school children.	3.852	Very high	1
Basic communication skills include, speaking writing, reading and listening.	3.844	Very high	2
Effective communication is an extremely important factor for a child to achieve academic goals and success.	3.783	Very high	3
Language is used in the primary school educational as the main tool for learning.	3.730	Very high	4
Reading is one of the major communication skills.	3.696	Very high	5
Learning is seen by many as a social activity which is achieved through communication.	3.617	Very high	6
Sight word reading is important to reading comprehension.	3.461	Very high	7
Children with reading disabilities need repeated practice on language skills for effective communication.	3.426	Very high	8
Most children with learning disabilities have their most difficult in word and letter recognition on reading comprehension.	3.052	High	9
Learners with reading disabilities have faulty auditory perception without hearing impairment	2.574	High	10
<b>Average mean</b>	<b>3.504</b>	<b>Very high</b>	

**Source: Primary data.**

Mean range	Interpretation
3.26 – 4.00	Very high
2.51 – 3.25	High
1.76 – 2.50	Low
1.00 – 1.75	Very low

The third objective was set to determine the level of communication skills for children with reading disabilities in the selected inclusive schools in Bungoma County. Ten qualitative indicators were used in this study to measure the level of communication whereby the respondents were required to indicate the extent to which they agree or disagree with each of the given statement. The response was to be indicated by the number representing the choice selected on the Likert scale, that is; 1-strongly disagree 2-disagree, 3-agree and 4-strongly agree.

Table 3 above shows the analysis of the responses and their means. Most respondents ranked language as being crucial for the development of communication for primary school children, position number one with a rating of 3.852 mean, an equivalent to strongly agree on the Likert scale. This was closely followed by the statement that basic communication skills include speaking, listening, writing and reading at a mean of 3.844 equivalent to very high or strongly agree taking position number two. Effective communication as an extremely important factor for a child to achieve academic goals and success was rated strongly agree on the Likert scale with a mean of 3.783 taking position number three.

The statement that language is used in the primary school education as the main tool for learning was also rated very high with a mean of 3.730 equivalent to strongly agree on the Likert scale which was position number four.

A mean of 3.696 was released on the statement that reading is one of the major communication skills. This is an equivalent of strongly agree on the Likert scale. This indicator took position five.

The statement learning is seen by many as a social activity which is achieved through communication got a response rating of very high with a mean of 3.617 equivalent to strongly agree representing position six.

On the statement that sight word reading is important to reading comprehension, the respondents rated it at a mean of 3.461 which is also very high on the Likert scale taking position seven. This was closely followed by response on children with learning disabilities need repeated practice on language skills for effective communication with a mean of 3.426 which is also very high and equivalent to strongly agree in position eight.

Regarding item number ten, most children with learning disabilities have their most difficult in word and letter recognition, the respondents gave it a mean of 3.052 which is equivalent to high on the Likert scale. This indicator took the ninth position.

The item learners with reading disabilities have faulty auditory perception without hearing impairment got a high rating equivalent to agree on the Likert scale with a mean of 2.574 in the tenth position.

In summary, the level of communication skills of children with reading disabilities in selected inclusive primary schools in Bungoma County is very high with a mean of 3.504 which is equivalent to strongly agree on the Likert scale.

**The relationship between the level of Language Skills and the level of Communication of Children with Reading Disabilities in selected primary schools in Bungoma County**

**Table 5**

Variables corrected	Mean	r-value	Sig value	Interpretation	Decision on H <sub>0</sub>
Language skills Vs level of Communication	3.57 3.71	0.844871	0.008	There is significant relationship	Rejected

There is a significant relationship between levels of language skills and communication of children with reading disabilities in the selected inclusive primary schools in Bungoma County. The hypothesis stated that there is no significant relationship between the level of language skills and communication of children with reading disabilities.

The Pearson's correlation coefficient (r) was used to compute the relationship between the mean of level of language skills and level of communication of children with reading disabilities using the first seven ranked indicators from tables 3 and 4 as indicated in table 5 above.

The above results indicate that there is a positive and significant relationship between the level of language skills and the level of communication of children with reading disabilities in inclusive primary schools in Bungoma County at 0.844871 and significance value of 0.008 ( $r = 0.844871$  sig = 0.008). This shows that the two variables are significantly correlated since the significant value 0.008 is less than 0.05 level of significance.

## Regression Analysis between the Independent and Dependent Variables

Table 6

Variables regressed	Computed F-Value	$R^2$	Interpretation	Decision on $H_0$
Language skills vs Communication	37.42	0.71	There is significant relationship	Rejected

**Key: 1. Computed F-value achieved by use of:** - number of indicators used -7  
-  $R^2 = 0.71$   
- Sample size – 115

**2 . Results:** F – value: 37.42  
Probability level: 0.0

$R^2$  (coefficient determination) is equal to proportion of variation in response variable explained by or due to the independent variable (language skills). Values fall between 0 and 1. The  $R^2$  value obtained is 0.71 which is closer to 1 indicating that the data points fall very closely along the best-fit line and that the independent variable is a good predictor of the dependent variable.

The null hypothesis is rejected because there is statistical evidence as shown in table 6 above for a linear relationship between the response variable (dependent variable) and the predictor variable (independent variable). The probability of 0.0 shows a linear relationship between the two variables due to chance as it is less than 5% (0.05), which is an acceptable margin of error. Also a large F-value of 37.42 and a low p-value of 0.008 on table 5 shows that there is a significant linear relationship between the two variables (language skills and level of communication of children with reading disabilities).

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **Introduction**

In this chapter, the findings, conclusions and recommendations are discussed in relation to the specific objectives of the study.

#### **Demographic characteristics**

As for the demographic characteristics of respondents regarding gender, the female were majority greatly differing from male. In terms of age, majority of the respondents were aged between 40-59 years followed by the age bracket of 21-39 years. There was no respondent above the age of 60 years.

On the educational qualifications, majority of the respondents were certificate holders greatly differing from bachelors and the least being masters. No respondent had any other qualifications other than the education discipline.

Regarding the number of years teaching experience, majority of the respondents fell in the category of ten years and above followed by those who had served between 7-9 years, slightly differing from those within 5-6 years, followed by 3-4 years while the least was 1-2 years.

As for the position held in the school, majority was subject teachers, followed by class teachers then deputy head teachers and the least were head teachers.

#### **Level of Language Skills of Children with Reading Disabilities**

On this objective, it was found that the indicator on there are individual differences in the level in language skills among learners was ranked first followed by reading readiness is the foundation on which accomplishment reading is accomplished. The statement vocabulary skills, perceptual skills, language skills and reasoning skills are all



necessary for good reading was ranked third followed by children with reading disabilities need to have proficient language skills in order to use the language to learn in the fourth position. In the fifth position was the statement pupils with learning disabilities have their primary difficulty in learning to read. In the sixth rank, was speed of recognition is strongly related to word reading. Accurate word reading is critical to reading comprehension was in the seventh position. Generally, the average mean for this objective was very high at 3.572.

### **Level of Communication Skills of Children with Reading Disability**

The indicator on language is crucial for the development of communication for primary school children was ranked the first position slightly followed by the statement, basic communication skills includes speaking, writing, reading and listening in the second position. The statement, effective communication is an extremely important factor for a child to achieve academic goals and success was third slightly differing from language is used in the primary school education as the main tool for learning which was ranked fourth.

Reading is one of the major communication skills was fifth followed by learning is seen by many as a social activity which is achieved through communication in the sixth position. In the seventh rank was sight word reading is important to reading comprehension. The statement children with reading disabilities need repeated practice on language skills for effective communication position eight.

The indicator most children with learning disabilities have their most difficult in word and letter recognition or reading comprehension was ranked ninth. Learners with reading disabilities have faulty auditory perception without hearing impairment took the tenth position.

Generally, the average mean for the level of communication was very high at a mean of 3.504.

### **Relationship between the level of Language Skills and the level of Communication of Children with Reading Disabilities in selected inclusive primary schools in Bungoma County.**

In correlating the two variables, the results indicated that there was a positive and significant relationship between the level of language skills and the level of communication of children with reading disabilities in selected inclusive primary schools in Bungoma County and therefore, the null hypothesis was rejected.

### **Regression Analysis between the Independent and Dependent Variables**

The regression analysis showed that there was a significant relationship between the dependent variable (level of communication) and independent variable (level of language skills) of children with reading disabilities in the selected inclusive primary schools under study.

### **Conclusion**

Based on the purpose of this study, the null hypothesis of no significant relationship between the level of language skills and the level of communication of children with reading disabilities in selected inclusive primary schools in Bungoma County was rejected after correlating the two variables ( $r$  – value = 0.844871). The Vygostky's social constructivist theory, which views learning as both socially based and integrated, was supported by evidence given by many respondents on the indicator learning is seen by many as a social activity which is achieved through communication with a very high mean of 3.617.

### **Recommendations**

Most respondents were certificate holders, having taught for over ten years meaning they have been in the field of teaching on the same educational scale without going for refresher courses. Government should sponsor teachers to go for further training.

Teachers should therefore, embrace the dynamics in the education sector which is ever changing and go for further training.

Use of effective communication skills should be embraced by the teaching fraternity.

Equip all primary schools with book libraries especially early readers for early stimulation in reading.

Oral examinations should be introduced in national examinations at primary school level in Kenya.

Teacher training colleges should train teachers on specialization subjects especially languages right from primary level.

The use of English as a medium of communication in schools should be reinforced.

### **Suggestions for further study**

The gaps identified in the literature review can be bridged if the recommendations in the study are implemented.

To improve on this study, more research on language skills of children with learning disabilities should be done.

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## APPENDIX I A

### TRANSMITTAL LETTER



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P.O. Box 20000, Kampala, Uganda  
Tel: +256- 41- 266813 / +256- 41-267634  
Fax: +256- 41- 501974  
E- mail: admin@kiu.ac.ug,  
Website: www.kiu.ac.ug

#### OFFICE OF THE COORDINATOR OF EDUCATION SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

August 23, 2011

Dear Sir/Madam,

**RE: REQUEST FOR RAE MOIGE OMWERI MSE/15538/111/DF  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Education in Special Needs Education.

She is currently conducting a field research of which the title is **"Communication and Language Skills of Children with Reading Disabilities in Selected Inclusive Primary Schools in Bungoma East District, Kenya."**

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Ms. Kyolaba Sarah  
Coordinator Education, (SPGSR)

**APPENDIX I B**  
**TRANSMITTAL LETTER FOR THE RESPONDENTS**

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Dear Sir/ Madam,

Greetings!

I am a MSE in Special Needs Education candidate of Kampala International University. Part of the requirements for the award is a thesis. My study is entitled, **Language Skills and Communication of Children with Reading Disabilities in Selected Inclusive Primary Schools in Bungoma East District in Kenya.**

Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Mrs. Rael Omweri

**APPENDIX II**  
**CLEARANCE FROM ETHICS COMMITTEE**

**Date:** August 2011

**Candidate's Data**

**Name:** Rael Moige Omweri

**Reg. No.** MSE/15538/111/DF

**Course:** MSE in Special Needs Education

Title of Study: **Language Skills and Communication of Children with Reading Disabilities in Selected Inclusive Primary Schools in Bungoma East District in Kenya.**

**Ethical Review Checklist**

**The study reviewed considered the following:**

- ☐ Physical Safety of Human Subjects
- ☐ Psychological Safety
- ☐ Emotional Security
- ☐ Privacy
- ☐
- ☐ Coding of Questionnaires/Anonymity/Confidentiality
- ☐ Permission to Conduct the Study
- ☐ Informed Consent
- ☐ Citations/Authors Recognized

**Results of Ethical Review**

- ☐ Approved
- ☐ Conditional (to provide the Ethics Committee with corrections)
- ☐ Disapproved/ Resubmit Proposal

**Ethics Committee (Name and Signature)**

Chairperson \_\_\_\_\_

Members' \_\_\_\_\_

**APPENDIX III**  
**INFORMED CONSENT**

I am giving my consent to be part of the research study of Mrs. Omweri Rael that will focus on Language Skills and Communication of Children with Reading Disabilities.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX IV A

### FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

**Gender (Please Tick):**    ☐ (1) Male  
                                  ☐ (2) Female

\_\_\_\_\_ **Age**

**Qualifications Under Education Discipline (Please Specify):**

(1) Untrained teacher \_\_\_\_\_

(2) Certificate \_\_\_\_\_

(3) Diploma \_\_\_\_\_

(4) Bachelors \_\_\_\_\_

(5) Masters \_\_\_\_\_

**Other qualifications** other than education discipline \_\_\_\_\_

**Number of Years Teaching Experience (Please Tick):**

\_\_\_\_\_ (1) 1 - 2yrs

\_\_\_\_\_ (2) 3 - 4yrs

\_\_\_\_\_ (3) 5 - 6yrs

\_\_\_\_\_ (4) 7 - 9yrs

\_\_\_\_\_ (5) 10 years and above

**Position in the school (Please Tick):**

\_\_\_\_\_ Head teacher

\_\_\_\_\_ Deputy Head teacher

\_\_\_\_\_ Senior teacher

\_\_\_\_\_ Class teacher

\_\_\_\_\_ Subject teacher



## APPENDIX IV B

### QUESTIONNAIRE TO DETERMINE THE LEVEL OF LANGUAGE SKILLS OF CHILDREN WITH READING DISABILITIES

(For Teachers)

**Direction 1:** Please write your rating on the space before each option which corresponds to your best choice in terms of the **level of language skills** of children with reading disabilities.

Response Mode	Rating	Description	Legend
Strongly Agree	(4)	You agree with no doubt at all.	SA
Agree	(3)	You agree with some doubt	A
Disagree	(2)	You disagree with some doubt	D
Strongly disagree	(1)	You disagree with no doubt at all	SD

#### Level of language skills of children with reading disabilities.

- \_\_ 1. There are individual differences in the level of language skills among learners with reading disabilities.
- \_\_ 2. Children with reading disabilities need to have proficient language skills in order to use the language to learn.
- \_\_ 3. Pupils with learning disabilities have their primary difficulty in learning to read.
- \_\_ 4. Reading readiness is the foundation on which accomplishment reading is based.
- \_\_ 5. Accurate word reading is critical to reading comprehension.
- \_\_ 6. Vocabulary skills, perceptual skills, language skills and reasoning skills are all necessary for good reading.
- \_\_ 7. Speed of recognition is strongly related to word reading.

## RESEARCHER'S CURRICULUM VITAE

To document the details of the researcher, her competency in writing a research and to recognize her efforts and qualifications, this part of the research report is thus meant.

**NAME: Rael Moige Omweri**

### **Vision:**

To increase the employer's value on the planning, preparation and teaching of programs to achieve specific student outcomes. This is done by engaging in critical reflection in order to improve knowledge and skills to better engage students and improve their learning.

### **Career Objective:**

To find a challenging position to meet my competencies, capabilities, skills, education and experience.

### **Personal Profile:**

**Nationality:** Kenyan.

**Gender:** Female.

### **Educational Background:**

**Dec 2010-To-date: MSE** (Special Needs Education), KIU- **Pursuing.**

**Aug2007 –April2009: Degree: BEd** (Special Needs Education), KIU

**2003 - 2006:** Diploma in Special Needs Education (Kenya Institute of Special Ed).

**2002 - 2003:** Diploma in Early Childhood Development (Premese Africa Development Institute)

**Sept 1991-July 1993:** P1 Teacher (Kaimosi Teachers College)

Skill	Level	Years practiced
MS Word, MS Excel, Access, Power point	Intermediate	More than 2 yrs

### **Professional Experience:**

**Ian 1994-To-date: Graduate *Teacher*** (*Teachers Service Commission of Kenya*).