

FACTORS AFFECTING PUPILS WITH SPECIFIC LEARNING DIFFICULTIES
IN THE LEARNING OF ENGLISH LANGUAGE IN LUGARI SOUTH
ZONE, LUGARI DISTRICT WESTERN PROVINCE-KENYA

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DECLARATION

I hereby declare that this work is a result of my own effort and has never been submitted for any award in any other university or institution of higher learning.

Sign 

Adema Elind

25/8/10

APPROVAL

This work has been under my supervision as a university supervisor and submitted with my approval.

Sign 

MUJUNI EVARIST

Date 



ABSTRACT

The purpose of the research was to establish the factors affecting the learning of English language by learners with specific learning difficulties (SLD) in the three selected schools.

There were about nine classes which were involved to represent the fifteen classes in the school representing regular schools in the district.

The researcher targeted two learners from each class. Fortunately all of them filled and returned the questionnaire since the researcher was in that school and could easily do the follow up. The researcher also targeted a sample population of ten teachers teaching English language from different classes in that school. They all co-operated and responded very well.

During the research, qualitative approach was preferred by the researcher. Questionnaires were used as the instruments of collecting data. Three types of questionnaire were used. One was meant for the learners another one for the head teacher and the other one was for the subject teachers'.

From the findings of the research, it was established that learners with specific learning difficulties face problems in regular schools. They include lack of especially trained teachers in special needs education, negative attitudes by the teachers and other learners, lack of adequate learning methods used by the teachers. These learners also have negative attitude towards themselves.

The researcher therefore suggests steps that can be undertaken to improve the academic Achievements in English language of the learners with specific learning difficulties in regular schools.

The suggestions included creating, guiding and counseling learners with specific learning difficulties as well as other learners and teachers.

The government to train more teachers in specific needs education, provision of adequate learning resources and teachers to use appropriate teaching methods.

Finally, the researcher suggests that teachers endeavour to network and collaborate among themselves and other stakeholders to support learners with specific learning difficulties in English language and in all other subjects. All learners with special needs need to be supported in all ways in order to benefit from free primary education in an inclusive setting.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND INFORMATION

Education is a right to everyone and is supposed to be free and compulsory as stated in article 26 of universal declaration of human rights. This forms an important basis for the education of all children in the world regardless of their disabilities. This is especially true as Kenya embraced the policies of universal primary education (UPE) and Education For All (EFA) by the year 2005 and 2015 respectively (Mwaura and Wangeri, 2002). The main goal is for every learner to achieve the ability of being active, productive and independent member of a society irrespective of his / her disability, race, tribe and social economic background.

There are various types of learners with special needs who are found in our regular schools. They include the visually impaired, the hearing impairment, mentally challenged and those with specific learning difficulties (learning disability) among others.

Specific learning difficulties are a unique handicap which cannot be easily recognized at a distance just like the physical disability or visual handicap. Learners with specific learning difficulties (s l d) fail in specific areas like reading, spelling Arithmetic among others. For along time some of these learners have not been identified and have thought to be mentally challenged. They are neglected, stigmatized and isolated. For that matter there is need to understand the individual learner in the light of social relationship, attitude, teaching approaches, teaching and learning resources and not his/her in terms of disability, family background or behavior.

Lugari zone has many learners in different classes who do not perform as expected in one subject or the other. Experience show that English is poorly performed in comparison to other subjects at school level and national level.

Some of the learners cannot spell, read and write correctly thus specific learning difficulties. They are said to be dyslexic.

Teachers do not help these learners since they are not aware of their problem. For them to perform well they should be identified early and give the appropriate support by individualized educational programme (IEP), appropriate teaching approaches and modification of the curriculum to suit every learner by qualified teachers.

Net working among teachers parents and other stakeholders is very important to improve the performance of learners with specific learning difficulties in English as English is the medium of instruction and almost all other subject apart from Kiswahili and mother tongue are thought using English thus improve the overall performance of the learners. By doing this it will reduce specific learning difficulties in English, dropping out early marriage, drugs abuse and criminal offences which are increasing in high rate for learners will feel motivated and encouraged to learn.

It is in this view that the researcher studied variables like teaching methods, teaching and learning resources available for teaching and learning of English, learners' attitudes towards the English subject, teachers attitudes towards learner with specific learning difficulties, learning environment and the national curriculum to establish factors affecting learning of English by learners with specific learning difficulties in Lugari south zone.

1.2 STATEMENT OF THE PROBLEM

English is an essential subject because it is a medium of instruction in schools and other institutions. It is also used in offices and can assist somebody in many other fields like interacting with people from other tribes, nations and races. This means that acquisition of adequate English skills pronunciation, speaking, reading and writing will determine ones performance in English.

Quality education is a a right to every child as stipulated in many education policies, declaration and statement such as the Salamaca statement of inclusive education of 1994 which among others recommended that it is the right of every child to education that considers the Childs unique abilities and learning needs. However, these have not been quite successful owing to different curricula being tried here and there. The current curriculum is not specifically designed to accommodate children with varied learning difficulties including those with specific learning difficulties. Their potentialities are not fully nurtured, developed and exploited through educating them appropriately. Lugari district generally and south zone in particular , these children have found to have various challenges which eventually leads to poor learning and subsequent failure in national examination and internal exams.

The researcher feels that this state of affairs is undesirable owing to various attempts the government is making towards inclusive education. Despite this, it is also known that if these challenges are addressed earlier before it is too late, these children can lead normal life, integrate

well in society and lead good citizenry. This study therefore intended to investigate the factors affecting the learning of English by learner with specific learning difficulties in the zone with a view to elaborate on measures that can be taken to remedy the situation and enable them live quality lives.

1.3 THE PURPOSE OF THE STUDY.

The purpose of study was to investigate the factors affecting the learning of English language by learners with specific learning difficulties in the selected schools of the zone. The study also established teachers' attitude towards learners with difficulties and English language as a subject.

The researcher also investigated learners' attitude towards the English teachers and the subject and other learners with specific learning difficulties.

He examined the possible causes of specific learning difficulties in English. Finally the knowledge gained from the study enabled the researcher to make necessary recommendations that once adopted will assist to solve learning difficulties in English in the area and the district generally and the whole nation.

1.4 OBJECTIVES OF THE STUDY

This study was intended to;

- Establish the teaching methods used by the teachers in teaching English language to learners with specific learning difficulties.
- Establish the educational resources used in teaching and learning of English by learners with specific learning difficulties in English.

stakeholders in the district in the creation of awareness of special needs education (SNE).

This will solve the problems faced by learners with specific learning difficulties in the district by providing educational resources and materials to be used by the learners. The study came up with findings that would assist in providing teachers with the knowledge skills and understanding of learners with specific learning difficulties and how to solve them.

It will create good relationship between the learners themselves and teachers and make them have a positive change of attitudes towards learners with specific learning difficulties, by so doing learners with specific learning difficulties will develop high self esteem and feel accepted and loved and part and parcel of the society.

The Kenya Institute of Special Education (KISE) will make appropriate educational resources for teaching English language, modify the curriculum and examinations to suit the needs of learners with specific learning difficulties.

The government will also use the results to train more teachers in special needs education (SNE) to be able to handle learners with specific learning difficulties. Finally the study suggested various teaching methods appropriate for teaching English language to learners with specific difficulties.

.7 THE SCOPE OF THE STUDY

The study was carried out in three selected primary schools in Lugari zone, namely; Koromaiti primary school, Baharini primary school and Itumbi primary school. It will be limited only to the objectives stated and will be comprised of teachers and pupils in the selected schools.

CHAPTER TWO

LITERATURE

2.1 Introduction

Special education has been seen for many years as to be centred in special schools separate from the regular schools. Many schools were started initially for learners with sensory handicaps and then universal elementary education spread for those with learning difficulties. The 1944 act opened up the possibility of integration.

According to Pockington and Lucas (1983), the act states that:-

Apart from the special schools ordinary schools could also give special education to pupils who suffered from any disability of the mind and the body "

There are different definitions of specific learning difficulties or disabilities that have been given by different writers.

Children with specific difficulties are not combined in one group but are different categories.

These children are not mentally retarded although their performance is impaired by the inability to sustain attention.-

According to the public law 94 - 142 as in Ndurumo (1980 P. 252) proposed the following definitions.

"Specific learning difficulty or disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell and do mathematical calculation "

According to Samuel Kirk (1962) as cited in Michael M. Ndurumo defined learning

disability as;

"A retardation, disorder or delayed development in one or more of the processes of speech, language, reading, spelling, writing or arithmetics resulting from possible cerebral dysfunction and not from mental retardation, sensory deprivation or cultural or instructional factors."

The researcher does not wholly agree with Samuel Kirk above since poor instructional factors cause specific learning difficulties, sensory deprivation such as hearing and visual impairment do not allow incidental learning and stimulation leading to delayed development milestones and specific learning difficulties.

Mental retardation also can be a cause of specific learning difficulties since delayed language acquisition which is important in learning other subjects. A mentally retarded child has short attention span.

1.3 Causes of Specific Learning Difficulties

Teaching Approaches

These are the procedures by which learners can be helped to move from their initial ways of behaving to those that have been set up as objectives.

According to Dawn Quist, learners learn more effectively when teachers use a variety of teaching methods. Each lesson should include:-

- spoken information, supporting teaching and opportunities for discussion both teacher and learner and learner and learner, time for thinking and reflection.

- Air pollution
- Smoking
- Misuse of drugs
- Rubella (German measles)

2.5.2 Perinatal (During Birth)

- Unusual delivery
- Prolonged labour
- Low birth weight
- Unfavourable birth conditions
- Anoxia (lack of oxygen)

2.5.3 Post Natal Cause (After Birth)

Head injuries - head and skull abnormalities

- Child abuse
- Diseases
- Lack of stimulation
- Contact with some chemicals

According to Wallace and Mcloghlin (1975), Lovitt (1978) Reid and Hresko (1980),

"Environmental factors include nutrition health, safety, sensory stimulation, language stimulation and emotional and social development. "

If all the environmental factors are not provided for the child, then the child cannot concentrate properly or attend to a given task as expected and thereby develop specific learning difficulties. The child will absente himself from school or class due to sickness or hunger or lack of security which may make him with drawn. He may develop anti-social

behaviours. Isiolo being semi arid area, people depend on relieve food and at Kilimani primary school children depend on school feeding programme and when both are there, they go hungry and cannot concentrate on learning. They can be away from school until programmes resumes thus having very many learners with specific learning difficulties in the school due to lack of continuity.

2.6 Attitude

Attitudes are the feelings towards something or somebody. They can be positive or negative.

According to cammy (2002), on teachers attitudes states that,

"A good teacher in an inclusive classroom must understand learners needs and plan on how best to ensure they benefit from the learning experiences without being ridiculed by others. In that way children with special needs feel good and enjoy being a member of the class. If a teacher has negative attitudes towards the learners, the learner will develop negative attitudes towards the teacher and the subject and among the learners themselves."

2.7 Heredity

It is the conditions that are passed from parents to their offspring.

According to Michael Ndurumo (2002),

"Some education psychologist believe that heredity plays an important influence in a child learning. The child inherits some characteristics from parents that have an effect on his/her future development and behaviour. "

2.8 Exposure

According to Gichangi'a (2002) states that

"A child may at times miss an opportunity to learn simply because the environment fails to provide it. A child who is allowed to explore and manipulate environment learns faster that that one in a restrictive environment. "

According to Williams (1991),

"Hearing poor English spoken outside the school hinders the learning of English at school"

After (1978) states that,

"Language learning would not be complete without relating it to the niceties of expression. This calls for various language games and activities and all work which makes learning interesting and alive. "

2.9 Education Resources

Educational resources refer to all factors outside and within the classroom that makes teaching and learning experiences more effective in an inclusive setting. They may be human or materials to be used to facilitate or support learning.

According to the Ministry of Education Science and Technology (2001)

"Teaching and learning materials make the learning and learning more vivid and more interesting."

Williams (1991) states that,

"No one can do a good job unless he has good and appropriate tools. This is just the same way a teacher needs teaching aids to us in his teaching reading and writing. The chalkboard, chalk and course books are not enough. "If a teacher does not appropriate teaching aids the learning is not effective and the learners fail to understand and master the concept taught thus developing specific learning difficulties.

If learners with specific learning difficulties are not provided with appropriate learning resources, they will not learn effectively for the resources assist them to explore discover, experiment, image or figure out and language development.

2.10 Physiological Factors

According to Mwaura and Wanyera (2002), various events and conditions in the development of the children with specific learning difficulties are believed to be the possible cause of their disabilities. Children develop specific learning factors that can affect the foetus as it is developing in the mother's womb are legal drugs examples are alcohol, cigarettes, herbs, prescribed drugs and immunizations. Illegal drugs like cocaine or heroin. Material conditions like Rh. factors or inefficiency of oxygen. Material infections like measles, cerebral malaria or sexually transmitted diseases. Material trauma example accident, shock, abuse and genetic factors which are acquired from family members. X-ray is also a cause of specific learning difficulties done to the mother during pregnancy and even when done to the child after delivery. This affects the brain.

2.11 Characteristics Of Learners With Specific Learning Difficulties

Children with specific learning difficulties look absolutely normal and it is quite difficult to pick them out amongst other children. They display some characteristics which are easy to detect in a classroom situation.

According to Gearheart (1985) as cited in Ndurumo,

"Children with spoken language problem have a limited and immature vocabulary, with a large number of errors in grammatical pattern. "

Hare and Hare (1979) as in Ndurumo observed that

"The children have problems organizing words to form phrases, clauses or sentences that follow Standard English grammar. "

Wallace and Mcloughlin (1975) as in Ndurumo states that:-

"These children also have difficulties in remembering words and sentences. More

specifically they have problems in perceiving how word form or sentence form. In word formation they mix up the word and come up with a word such as "ITKCHEN" for "kitchen" and in a sentence form with "what this is?" for "what is this?".

The two also goes on to state,

"These children have a problem in sequencing and remembering names, people, things or events as they occur in a sentence or paragraph. In order to reduce the stress induced by this problem, they would rather keep quite or reply in a telegraphic form of speech in which two words communicate the answer."

Njuki and Oganda (2001), stated that learners with specific learning difficulties deficit the following characteristics:-

- Problems in written language including spelling.
- Spoken language including learning a second language like English.
- Reading comprehension.
- Basic reading skills.
- Mathematical calculations and reasoning.
- Excessive motor activity (hyperactive).
- Poor co-ordinator of both sensory and motor activities.
- Difficulty in thinking and remembering past experiences.
- Acting without thinking (impulsitivity).
- Difficulty in paying attention to an on-going activity.

According to the Ministry of Education Science and Technology (2001), The pupil changes mood frequently Child is unable to perform with hands and legs.

Have speech and hearing disorder that have nothing to do with ear problems

May have memory and thinking disorders

2.12 Intervention Measures

According To Oscar In His Article "Patience And Time Crucial For Pupils With Severe Difficulties". That Appeared In The East Africa Standard Of 10th June 2004 Stated That children with specific learning difficulties need patience and time. He further states that school authorities should provide different ways of teaching English to students with severe learning difficulties in English.

The students and the teacher should work hard to visualize English problems e.g spelling, sentence structure and pattern, punctuations, vocabulary and word formation including handwriting by actively involving the learners and using appropriate teaching , learning aids and varying the teaching approaches to make the subject easier to understand and practical.

Extra time should be given for more practical since such students have reading and comprehension difficulties, the student should read loud and listen carefully. This strengthens their hearing skills. The writer emphasized that the main problem of dyslexia and dyscalculics is memory deficit. The ministry of education Science and Technology English core module (2002) cited how learners with specific learning difficulties require proper techniques when assisting them solve some academic tasks. Some of these are : setting reasonable goals. Tasks set should be manageable and be to the ability of the learners. Teachers should give clear instructions to the learners. Some learners with SLD'S look as if they understand given instructions while they are actually confused. Teachers should make physical arrangement for the highly destructive and hyperactive learners. Guideline should be set for appropriate classroom behavior and help the pupils to work

towards them. Teachers should modify their activities from the simplest to the most complex. Children need to be given evaluation test to see if they need more help. The teacher should use visual aids in the class and should also correct or mark the pupils work and reward their successful performance and help them understand what they did not get right. The teacher needs to develop individualized Education programme in English where there are difficulties.

Other intervention measures according to Ndurumo, (1993) include task analysis, precision teaching, behaviour modification and educational programming. He further states that residential school placement although rarely used, can serve children who require full time placement in an educational setting.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In order to find out the learning difficulties experienced by learners with specific learning difficulties in learning English in the area, the researcher employed the following methods during the study. The researcher approach, design population sample and sampling methods, instruments and tool. The chapter also deals with study area, data collection and analysis. The study used qualitative method of data collection.

3.1 Research design

The study employed a descriptive survey design during the course of this study as this was viewed relevant to this particular study.

3.2 Area of the study

The study was conducted in Lugari south zone, Lugari district –Kenya. The area was chosen because the researcher teaches in this school and has identified learners with specific learning difficulties English. The school also has very many learners with an enrolment of five hundred and eighty five learners.

The school has twenty teachers in different qualifications. It is not very far from town where are district headquarters.

3.3 Study population and sample size

The study population consisted of learners with specific learning difficulties in English language. It involved nine classes out of fifteen classes using two learners in each class

making a total of eighteen learners. It also consisted of ten subject teachers who are teaching English language in the primary schools in the zone. The researcher used sampling as it saved time.

3.4 Data collection techniques

The major techniques used were questionnaires. This was the main technique in obtaining the qualitative data. The focus was centered on attitudes, teaching approaches, educational materials, professional level and qualifications, cause of specific learning difficulties in English characteristics of learners with specific learning difficulties and the intervention measures. Questionnaires were used in the data collection.

3.5 Instruments

The researcher used questionnaires which had a number of written questions which were open-ended. They were answered in writing by the respondents. The questions posed were in line the research objectives and questions. Questionnaires were given to the respondents to answer the questions on their own and then were collected later. There were three types of questionnaires. The first one was answered by the headteacher, the second one was for the teachers teaching English language and the third one for the learners.

3.6 Documentary review

Secondary data was used and was obtained from the main library of Kampala international university, the records from educational assessment and resource centre (EARC), Kenya institute of special education library and schools records and other relevant source.

3.7 Data Analysis

In the course of data analysis, the researcher employed excel and with this, data was presented in percentages and frequency distribution tables.

3.8 Anticipated Limitations of the Study

- The limiting factor for this research study was inadequate reference books since Isiolo is situated in the semi arid area where there were no big libraries and it is far from other district.
- The research was time consuming and tiresome since it required a lot of movements yet the researcher was still teaching and needed to obtain relevant information to the research.
- The study was expensive in terms of transport cost, acquisition of stationary, computer typing and compiling the research report.
- The respondents expected to be paid for their time spent while filling in the questionnaire hence some refused to deliver the information relevant to the study.
- Due to inadequate fund, the research was inadequate in nature as it covered only one school and therefore was not a representative of the district and the country at large.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

In this chapter, the researcher is presenting, analyzing and discussing the data collected based on the objectives. She is analyzing data on variables like teaching approaches, educational resources, relevant for teaching learners with specific learning difficulties, learning environment and the support given to learners with specific learning difficulties. When analyzing the data, the researcher used descriptions and tables for easy reading and interpretation.

The questionnaires were given to ten learners and ten English subject teachers. They all gave the responses on each case. The collected data enabled the researcher to make some suggestions on how to assist learners with specific learning difficulties in English.

4.1 Presentation And Analysis of the Head teacher's Responses:

Table 1: NO. OF TEACHERS IN THE SCHOOL AND THEIR QUALIFICATIONS

QUALIFICATIONS	FREQUENCY	PERCENTAGE
ATS 1	2	10
ATS 2	1	5
ATS 4	2	10
PI	13	65
P2	2	10
SNE	-	
TOTAL	20	100%

From table 1, it shows that the school has twenty trained teachers in different qualification. There is 10% ATS 1, 5% ATS 2, 10% ATS 4, 65% P2 and no teacher is trained in special needs education. From the head teacher's response there were two male teachers and eighteen female teachers. This meant that there was gender imbalance in the school. From the same response, four teachers were undergoing special needs education training. That means only twenty percent of the teachers in the school had some knowledge on special needs education and eighty percent had no knowledge at all. Even the head teacher had no knowledge on special needs education.

According to the researcher the learners were almost not identified and supported. Therefore the teachers need to be sensitized on special needs education so that they can be able to handle learners with specific learning difficulties and support them approximately. Also the school needs to be provided with at least a few teachers who are qualified in special education so that all the learners needs can be met and ensure everybody acquires the intended knowledge, skills and attitudes in learning. Gender balance also be done in the school.

TABLE 2: SCHOOL ENROLMENTS

CLASS	GIRLS	BOYS	TOTAL
1 E	25	25	50
1 W	20	28	48
2E	17	18	35
2 W	18	20	38
3E	25	23	48
3 W	20	24	44
4E	17	28	45
4W	18	22	40
5E	20	24	44
5 W	22	23	45
6N	25	22	47
6S	18	28	46
7N	18	23	41
7S	17	25	42
8	27	8	35
TOTAL	244	341	585

From table 2 above, it shows that there are five hundred and eighty five pupils in the school. There are three hundred and forty one boys and two hundred and fifty four girls.

The classes were large with an average of forty pupils in each class. It is not easy to manage large classes, therefore the size of the classes contribute to specific learning difficulties since class control is difficult and the teacher gets tired quickly and does not attend to each and every learner. The large classes are as a result of free primary education.

The size of the class also determines the teaching approaches to be used by the teachers. According to the researcher these large classes needed to be divided to ensure effective learning takes place. The teachers need to group the learners into mixed abilities, use peer tutoring and exercise team teaching in order to support learners with specific learning difficulties in English. Also it will ensure a good class control whereby everybody will be attentive and learning effectively. Noise hinders proper learning.

QUESTION 6

From question 6 on the questionnaire, the information given by the head teacher was that the deployment of teachers teaching English is on teacher's interest. Other times the head teacher delegates duties without considering the interest or qualifications of the teachers.

This implied that a teacher may be allocated a subject he / she can not handle comfortably. May be the teacher has failed in this subject or has not mastered any knowledge of the subject. This will lead to many learners having specific learning difficulties in that subject. Transfer of teachers and lack consistency leads to lack of accountability in the teaching of English and the result is specific learning difficulties.

QUESTION 7

From question 7 on the questionnaire, the information got from the head teacher was that the physical facilities like classroom, desks, chairs and tables, playground, toilets and game balls are not adequate. They need to be added so that learners can learn comfortably.

Playing facilities were not enough. They need to be provided so that the child can develop in all the areas since play is the child's main business in life. Therefore those physical facilities are important.

According to the researcher, lack of all these essential facilities in learning, bring ineffective learning in the school. Congested classes lead to poor class control and hinders acquisition

of knowledge. Teachers become tired and are not able to attend to individual learners effectively.

In the schools some children in the lower primary classes come to school in the afternoon for their classes. These are young children and cannot concentrate much especially when it is dry and hot in Lugari.

Classes begin when the children are already tired after morning play or work. This calls for parents to provide these physical facilities.

QUESTION 8

From question eight on the questionnaire, the information derived from the head teacher is that the teaching and learning resources in the school are not yet adequate. They are shared and improvised. Luckily with the current government, grants for free primary education, they are trying to provide them although not yet adequate.

Therefore lack of enough learning and teaching resources lead to specific learning difficulties in English.

TABLE 3: SCHOOL PERFORMANCE

Subject	(x) scores	Frequency	Fx	Total
Kiswahili	75	3	225	28.7
Maths	36	3	108	13.8
English	33	3	99	12.6
Science	62	3	186	23.7
G.H.C.R	52	3	166	21.2
TOTAL		15	784	100

The table above gives information on the performance of the school for three terms 2007 from class one to class eight in five subjects. The general performance of the school is average.

English and mathematics are lowering performance. They are below average in relation to

other subjects. English is poorly performed in the whole school with the mean score of 12.6%. According to the table, Kiswahili is the best performed subject in the school with a mean score of 28%, followed by science with 23% then G.H.C.R. with 21% then maths with 13.8% and then lastly English with 12.6% which is poorly done.

According to the researcher, there were very many learners with specific learning difficulties in English who need to be identified and supported accordingly. This will improve their performance in English and the school's general performance.

The subject panel in the school to discuss the causes of poor performance in English and how to improve its performance. The teachers to change the teaching approaches or see how they can modify the exam or evaluation to suit learners' needs. If learners fail continuously in a subject they tend to despair and become withdrawn. They might develop negative attitudes towards the teacher and the subject. So teachers should motivate and encourage them to have a good rapport for effective learning. They have to work as a team from class one to eight.

QUESTION 15

From question 15 on the questionnaire the information got from the head teacher response was that the possible causes of specific learning difficulties are absenteeism of both the teachers and learners, teaching approaches used by the teachers when teaching in class, lack of appropriate teaching and learning resources and congested classes. Time factor is also a cause because time is limited to cover certain topic or item forcing the teacher to rush over it even before the learners have understood. Attitudes of teachers toward the subject and the learners. Also learners attitudes towards school, teachers and the subject. Then lastly

transfer of teachers anytime of the every now and then leads to lack of continuity and accountability in teaching and learning.

According to the researcher, if absenteeism is minimized and teachers sensitized on special needs education, they will have a change in their attitudes towards learners and take them as unique individuals with diverse needs. They will be able to identify and support them where they are experiencing difficulties in English. Teachers also should create a good or conclusive learning environment where learners will be actively involved in the learning of English.

Table 4: presentation and analysis of the English teachers responses

TEACHERS CODE	CLASS	NUMBER OF PUPILS
TA	IE	50
TB	2W	38
TC	3E	42
TD	4W	40
TE	5W	45
TF	5E	44
TG	6S	46
TH	7N	41
TI	7S	42
TJ	8	35
		423

The researcher used the questionnaire to find out if sizes of the classes at Baharini school has affected the learning of English by learners with specific learning difficulties in English.

For the table 4 above, its observed that the classes have over forty learners except two west and eight which have thirty eight and thirty five respectively.

There were fifty learners in class one East, forty eight in class three East, forty in class four

west, forty in class five west, forty four in class five east, forty six in six south, forty two in seven south, forty one in seven north and thirty five in eight.

According to the researcher, it is not easy to manage large classes and therefore the size of the classes affect the learning of English by learners with specific learning difficulties in Lugari south schools. This is because teachers are unable to attend to each and every pupils in the class who have diverse needs. The size of the class also determines the teaching methods to be used by the teachers.

The researcher feels that teachers in Lugari should be sensitized on special needs education so that they will be able to cater for individual differences and interest. Teachers can also group learners into mixed ability and guide them to do peer tutoring where learners with specific learning difficulties are assisted by their peers. This will foster good relationship among the teacher and the learner themselves. If possible the classes can be sub-divided in manageable units to curb the problem of specific learning difficulties.

Table 5: Teaching methods used by the English teachers.

NO	TEACHING METHOD	FREQUENCY	PERCENTAGE
1	Question and answer	10	24.4
2	Discussion	4	9.8
3	Lecture	7	17.1
4	Discovery	4	9.8
5	Group discussion	6	14.6
6	Look and say	5	12.2
7	Explanation	2	4.9
8	Demonstration	3	7.3
	Total		100%

The table above shows the teaching methods used by teachers teaching English in the area of study.

It shows 24.4% of the ten teachers teaching English in the schools use question and answer

method. 17.1% use lecture method. 14.6% use group discussion, 12.2 use look and say while discussion and discovery methods are used each by 9.8% of the teachers. Explanation and demonstration are used by 4.9% and 7.3% of the teachers respectively.

According to the researcher, teachers should have a variety of teaching methods in order to arouse and sustain interest and stimulate learners with specific learning difficulties in English.

The researcher felt that lecture method is teacher centred and a boring method of teaching. The learners do not practically participate in the learning. Therefore teachers should avoid it and involve learners into other activities that promote learning and more the lesson learner centred. This will avoid passive learning. Question and answer is used by 100% of the teachers. It is a method which provokes learners to think, reason and solve a problem. It also promotes good teacher interactions.

TABLE 6: POSSIBLE CAUSES OF SPECIFIC LEARNING DIFFICULTIES

NO.	RESPONSE	FREQUENCY	PERCENTAGE
	Lack of trained teachers in special	6	9.5
	Broad syllabus	10	15.9
	Time factor	10	15.9
	Lack of facilities	5	7.9
	Learners negative attitudes towards	6	9.5
	Teaching method	4	6.3
	Heredity	3	4.8
	Large classes	8	12.7
	Inadequate L/T resources	5	7.9
	Teachers feelings towards learners	2	3.2
	Teachers attitudes towards the	4	6.3
	TOTAL	63	100

The above table shows that teachers agreed that there are factors that affect the learning of English leading to learners with specific learning difficulties at Koromaiti primary school. 15.9% of the teachers agreed that broad syllabus and time factor affect learners with specific learning difficulties. These are major causes. 9.5% of them said that learners' negative attitudes towards English contributes to the problem. The learners absent themselves from school just to escape learning of English. 12.7% said large classes, 7.9% cited lack of facilities and inadequate teaching and learning resources in each case.

Teachers' attitude towards the subject and the teaching methods also 6.3% of the teachers in each case felt that they affect the learning of English. 4.8% agreed that heredity is also a cause. 3.2% of the teachers felt teachers' attitude towards learners 9.5% cited lack of specially trained teachers in special needs education.

According to the researcher specific learning difficulties in English at the school might have been contributed by a combination of factors as supported by the respondents. So to eradicate or reduce the cited factors, ways should be found to support learners encountering such problems in English.

There were no qualified personnel in special needs education in the schools. This means that learners with specific learning difficulties are not being catered for adequately. There was need for the school to be provided with at least a few qualified teachers in special needs education. In order to handle learners with specific learning difficulties in the school effectively more so in English language.

TABLE 7: TEACHING AND LEARNING RESOURCES FOR ENGLISH.

NO.	L / T RESOURCES	FREQUENCY	PERCENTAGES
1.	Text books	1	10%
2.	Learning centres	1	10%
3.	Words and pictures	1	10%
4.	Picture word matching	2	20%
5.	Flash cards	1	10%
6.	Blackboard	4	40%
	TOTAL		

From the above table, it shows out of the ten teachers teaching English in the school, 40% of them use blackboard as the main resource, 20% use picture word matching, flash cards, word and pictures, textbooks and learning centres are used by only 10% of the teachers in each case.

According to the table it shows very few education resources are used in teaching of English. There is a big problem at support materials and teaching aids used in school. Learners with specific learning difficulties are not exposed to a variety of them.

The researcher feels that to use more learning and teaching materials aim at developing various skills. A resource like the blackboard should be used by all the English teachers to show learners how to write good and legible handwriting, spelling of words, and sentence structure. When a variety of learning and teaching resources are used, they arouse and sustain learners interest and they are motivated to carry out the task.

The resource should be carefully selected from the general classroom resources if the learners with specific learning difficulties have to benefit from an educational programmes of the school.

TABLE 8: ATTITUDES OF LEARNERS TOWARDS LEARNING OF ENGLISH.

RESPONSES	FREQUENCY	PERCENTAGES
Positive	4	40%
Negative	4	40%
Mixed	2	20%
TOTAL	10	100%

From the table it is noted that 40% of the teachers agreed that learners with specific learning difficulties in the school have positive attitude towards learning of English. 40% of learners with specific learning difficulties have negative attitudes towards learning of English. 20% of the learners have mixed feelings. They do not know whether they like it or not.

The researcher felt that the attitudes of learners towards learning English affect their performance. Negative attitude lead to lack of interest in English and lack of motivation. Attitudes and subjects are learned simultaneously through complex interaction. What we learn in school and how well we learn it are very closely tied to our attitudes about the school and the subject taught.

TABLE 9: TEACHERS ATTITUDES TOWARDS ENGLISH SUBJECT

RESPONSES	FREQUENCY	PERCENTAGES
Positive	4	40%
Negative	5	50%
Mixed	1	10%
TOTAL	10	100%

From the table it shows attitudes of teachers towards English subject. 40% have negative attitudes towards English. 50% of the teachers have positive attitudes and 10% have a mixed feelings.

The attitudes of teachers towards a subject can affect the teaching and learning of the subject. The researcher feels that teachers who are positive plans and are always ready to teach to meet individual needs of the learners. They will create a conducive learning atmosphere and handle the subject comfortably and try to do remedial teaching when necessary. Negative attitudes affects teaching and learning of English and leads to learners with specific learning difficulties. So teachers should be allocated a subject they will be able to handle comfortably and have interest in.

TABLE 10: SPECIFIC SKILL AREAS LEARNERS HAVE DIFFICULTIES IN ENGLISH.

NO.	SPECIFIC SKILL AREA	FREQUENCY	PERCENTAGE
1.	Illegible handwriting	2	20%
2.	Spelling	1	10%
3.	Inability to hold own ground in an	2	20%
4.	Reading comprehension	1	10%
5.	Failure to follow instructions	1	10%
6.	Failure to identify various speech	1	10%
7.	Poor oral reading	1	10%
8.	Reversal and inversions of letters	1	10%
	TOTAL	10	100%

From the above table, it is observed that 20% of the teachers noted that children have problem in handwriting (written language) and inability to hold ones ground in argument (spoken language) in each case. 10% observed that children have problem in spelling, reading comprehension, failure to follow instructions (listening comprehension), inability to identify various speech sounds in a word, poor oral reading (basic reading skills) and reversal and inversions of letters in each case.

From the table it is noted that learners have problems in different skill areas in English.

Therefore teachers should identify specific areas learners experience difficulties and support them accordingly. This will eradicate the problem experienced by learners in English. Learners should be actively involved in learning by giving them a lot of practice in all those skill areas. Therefore teachers to vary their teaching approaches for effective learning.

PRESENTATION AND ANALYSIS OF LEARNERS RESPONSES

TABLE 11; WHETHER LEARNERS LIKE BEING IN SCHOOL AND DOING SCHOOL WORK

RESPONSES	FREQUENCY	PERCENTAGE
Yes	14	78%
No	3	17%
Neutral	1	5%
TOTAL	18	100

The above table shows the number of children who like being in school and doing school work, those who don't like and those who are neutral.

It is observed that majority of the learners in the school like being in the school. 78% of the learners like being in the school and doing school work. 17% do not like being in the school and doing work and 5% are neutral. They don't know whether they like or not. Those who like being in school enjoy the activities in the school and have good relationship with the teachers and other learners. Therefore they should be encouraged to continue in order to achieve their goal.

For those who do not like being in the school and doing school work, they do not enjoy school's activities and do not have good relationship in the school

The neutral learners sometimes enjoy being in school enjoying the activities and other times they do not enjoy. These last two groups of learners have a problem in school.

The problem to be identified and supported both in school and at home. They should be encouraged, motivated, given attention and love. This will make them change their attitude towards schools and work.

TABLE 12: SUBJECT PUPILS LIKE MOST

RESPONSES	FREQUENCY	PERCENTAGE
Kiswahili	5	28%
P.E	3	17%
Maths	3	17%
Science	2	11%
GHCR	1	5%
TOTAL	18	100%

The table above shows that Kiswahili is the most liked subject by 28% learners. 22% of them like English, Maths and P.E are like each by 17% of the learners. 11% like science and 5% like G.H.C.R.G.H.R is the least liked subject in the school.

From the table pupils like certain subjects more than others. But generally all subjects are not liked by learners at the selected schools. The teachers should work as a team and the subject panel to identify the problem and lay strategies to make learners motivated. This will reduce the number of specific learning difficulties in English. Negative feelings affect effective learning.

TABLE 13: AVAILABILITY OF ENOUGH ENGLISH BOOKS

RESPONSES	FREQUENCY	PERCENTAGE
Yes	12	67%
No	6	33%
Total	18	100%

From the above table 13, 67% of the learners feel that the English books in the schools are enough. 33% noted that English books are there but not enough. The school might, not be having enough English books for each and every learner because the classed are large.

According to the researcher English books are shared among learners. More English books to be bought for effective learning.

TABLE 14: LEARNER’S FEELINGS TOWARDS LEARNING ON ENGLISH

RESPONSES	FREQUENCY	PERCENTAGE
Positive	8	44%
Negative	10	56%
Total	18	100%

From the table, it is observed that 44% of the learners enjoying learning English. 56% do not enjoy. A large number of respondents have negative attitudes towards learning of English hence is one of the factors that cause specific learning difficulties in English. Teachers teaching English should plan lessons with individual learners’ differences in mind. They should be taught from known to unknown varying the teaching approaches and interesting activities. By so doing the learners will feel motivated and supported accordingly.

TABLE 15: ADEQUATE LEARNING FACILITIES DESK. BOOKS AND CHALKBOARD IN THE SCHOOL

RESPONSES	FREQUENCY	PERCENTAGE
No	14	78%
Yes	4	22%
Total	18	100%

From the table above, 22% of the learners agreed that learning facilities are adequate in the school. 78% felt that the learning facilities are not adequate in the school.

The researcher feels that learners should be comfortable in the school. Learners learn

effectively when they are comfortable and provided with enough learning facilities. The school administration and parents to ensure these facilities are available and enough for effective learning of English in the school.

TABLE 16: LEARNERS ATTITUDES TOWARDS ENGLISH SUBJECT TEACHERS

RESPONSES	FREQUENCY	PERCENTAGE
Negative	10	56%
Positive	8	44%
Total	18	100%

From the table it is observed that 44% of the learners have positive attitudes towards their English teachers. 56% of them have negative attitudes towards their English teachers.

The researcher feels that those who have positive attitudes towards their teachers also like the English subject and perform it well. Those with negative attitudes towards their teachers are also negative towards English.

Therefore the teachers to use a variety of teaching methods to cater for individual differences. They have to plan interesting and motivating activities to arouse and sustain learners interest in learning. They also have to create good rapport with the learners. Negative attitudes towards the teachers also affects learning of English and contribute to specific learning difficulties in the school. The learners need to be counseled and guided to change their negative attitudes towards teachers in order to benefit from their teaching.

TABLE 17: WHETHER LEARNERS ENJOY LEARNING ACTIVITIES IN CLASS.

RESPONSES	FREQUENCY	PERCENTAGE
Very much	6	33%
Much	10	56%
No	2	11%
TOTAL	18	100%

The table above shows that 33% of the learners enjoy very much the activities given by their teachers. 56% like the activities and 11% do not enjoy the activities give by their teachers. Pupils should actively participate in the learning. So involving learners in learning activities promotes effective learning. Learners are able to learn new skills by doing and improves the quality of relationships in the classroom making learning a fun. It also creates a good learning atmosphere.

Activities given should be appropriate and to the level of learners. They should be carefully selected and interesting to capture and sustain their interest. They also should stimulate thinking and reasoning in learners. Teachers should give a variety of them. If they do not enjoy they will develop negative attitude towards the subject and the teacher leading to specific learning difficulties.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher summarizes the findings of the study, gives recommendations and draws conclusion on the findings.

5.1 SUMMARY

The study carried out to investigate the factors affecting the learning of English language by learners with specific learning difficulties in English in the selected schools in the district.

The researcher limited himself to one school as a case study. He used questionnaires to collect data from the respondents. Qualitative methods were used to present and analyze data collected.

The researcher did some review on the related literature on the area of study. It was noted that in Kenya there are many types of learners with specific needs. Learners with specific learning difficulties are also found.

The review focused on definition of specific learning difficulties such as teaching methods, attitudes, environmental factors, educational resources, heredity. Exposure and characteristics of learners with specific learning difficulties in English.

From the research findings the researcher found that specific learning difficulties in English have been caused by a combination of factors as indicated by the respondents' response in chapter 4.

The researcher observed that there was no single qualified teacher in special needs education in the school. That means learners with specific learning difficulties in English were not identified and supported accordingly.

The classes in the school were large due to free primary education by the government. The classes are difficulty to manage leading to lack of individual attention in the school.

Note was also taken that sometime teachers were allocated subjects by the headteacher without considering their interest or qualifications. These teachers could not handle the subject like English comfortably. Other times there was no consistency due to reshuffles from subject to another or class to another and other times transfers in between the terms. This leads to lack of accountability and continuity in teaching of English and causes specific learning difficulties. Learning and teaching resources were not adequate in the school. They were shared and improvised. Physical facilities were there but not enough. In relation to other subjects English is poorly performed in the school. This means that there are very many learners with specific learning difficulties in English.

The teachers were not using varied learning and teaching methods and learning teaching resources in order to arouse and sustain learner interest and curiosity to learn. Learners were not actively involved in learning. They had negative attitudes towards English teachers. Learners in English experience difficulties in different skills areas.

Generally learners do not like the subject very much. Some learners do not enjoy the learning activities in the class.

5.3 CONCLUSION

The writer concludes that learners with specific learning difficulties look normal and it is not easy to identify them from a distance like physically handicapped or visually impaired learners.

Therefore teachers teaching English should be sensitized on special needs education. They will be able to identify these learners and the skill areas they have problems and support them accordingly.

Children develop, learn better and play well when they receive constant care and attention.

Specially trained teachers in special needs education are very useful in each and every school for those learners with special needs.

5.4 RECOMMENDATIONS

To achieve success in the education of learners with specific learning difficulties in English in a regular school, the researcher make the following recommendations;-

The government to train more teachers on special needs education and provide the schools with at least a few qualified personnel.

Other regular teachers to be sensitized on special needs education. This will make it possible for learners with specific learning difficulties to be identified and be given the appropriate support.

The large classes in the school to be sub-divided into a manageable classes so that

teachers can give learners individual attention and meet individual needs. This will ensure effective learning.

When the headteacher, is deploying teachers, he / she should do so considering their interest and qualifications. They get subjects they are competent in and can handle comfortably.

There also must be consistence in teaching for continuity and accountability. Therefore transfers and reshuffles should not be done any time of the year. So that teachers can have continuity and accountability in teaching of English.

Physical facilities are essential in learning and should be provided. Parents could be involved in the provision of these facilities.

Teachers teaching English to identify those learners with specific learning difficulties in English and support them accordingly so that they can improve in English. They need to be motivated in order to learn and individual differences catered for.

Teachers to vary the learning resources and teaching methods to arouse and sustain learners interest. Learners should be actively involved in learning practically.

Learners with negative attitudes towards their teachers and subjects should be guided and counseled in order to change their attitudes. Teachers should create conducive learning environment where all learners feel included and loved. There should be good relationship between learners and teachers and among learners themselves. They will develop positive attitudes towards their English teachers and English subject thus making them improve.

Teachers to identify the skill areas in English which learners are experiencing difficulties and

support them accordingly.

The subjects panel in the school to identify the problems experienced in the subjects in the school and work as a team to support learners to change their attitudes towards school ad subjects. They need to be encouraged and motivated.

Exams should be modified to cater for all learners' needs. This will improve their performance and school performance in general.

Teachers to select the learning activities which are appropriate to the level of the learners. The activities should be able to cater for individual differences which can arouse and sustain learners interest in learning English. Learners should be actively involved in learning by doing.

support them accordingly.

The subjects panel in the school to identify the problems experienced in the subjects in the school and work as a team to support learners to change their attitudes towards school ad subjects. They need to be encouraged and motivated.

Exams should be modified to cater for all learners' needs. This will improve their performance and school performance in general.

Teachers to select the learning activities which are appropriate to the level of the learners. The activities should be able to cater for individual differences which can arouse and sustain learners interest in learning English. Learners should be actively involved in learning by doing.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FORMAT FOR THE HEADTEACHER

The questionnaire based on problems experienced in learning of English language by learners with specific learning difficulties in English language in our district.

The information provide will be treated confidentially.

1. How many teachers do you have in your school?.....
2. How man are trained
3. What are their qualifications?.....
4. How many teachers are trained in special needs education in your school?
5. How many classes do you have in the school?
- b) How many classes do you have in the school?
6. How do you deploy teachers in teaching English language subject?
.....
.....
7. Do you have enough physical facilities like;
 - a) Classroom
 - b) Game balls
 - c) Play ground
 - d) Chalkboard

(e) Desks

(f) Tables

(g) Chairs

8. Do you have adequate teaching and learning resources in your school?

.....

9. (a) Are parent actively involved in the learning of their children?

(b) If yes how?

(c) If no why?

10. What is the general performance of the school?

.....

11. Which subject is performed well in the school?

.....

12. Which subject is performed poorly in the school?

.....

13. What is the general performance of English subject in the school in relation to other subjects?

.....

14. (a) Are there learners with specific learning difficulties in the school?

.....

(b) If yes, how are they supported by the teachers?

.....

15. (a) What do you think are the possible causes of specific learning difficulties in the school?

.....

16.(b) How do you think problems could be solved?

.....

16. What other special needs do learners have in the school?

i)

ii)

iii)

iv)

v)

(b) How are they supported?

.....

17. What do you think could be done to improve the general performance of
the school?

.....

18. What is the effect of free education on learning in the school?

.....

APPENDIX II

QUESTIONNAIRE FORMAT FOR THE ENGLISH SUBJECT TEACHERS

This questionnaire is based on problems experienced in learning of English language by the learners with specific learning difficulties in English language. The information you will give will be treated confidentially.

1. How many learners have you in your class?
2. a) How many learners have special needs are in your class? Specific the type of special need,

.....
.....

3. b) How are they supported?

.....
.....

4. Which method of teaching do you use in teaching English in your school?

i.....

ii.....

iii.....

iv.....

v.....

5. What problems do you encounter in teaching of English in your class?

.....

6. What is your attitude towards English as a subject.

7. a) Are there learners in your class who have specific learning difficulties in English language?

.....

b. If yes states the specific difficult areas?

.....

c. How do you support them?

.....

d. What is their attitude towards learning of English language?

.....

e. What is their relationship with other learner?

.....

f. What is your relationship with them?

.....

g. What is you think are the possible causes of specific learning difficulties in English language?

.....

h. What can be done to prevent the problem of specific learning difficulties?

.....

7. What teaching and learning resources do you use in teaching English Language?

a

b

c

d

e

8. What is the performance of English in comparison to other subjects taught in your class?

.....

9. How is the parental involvement in the learning of learners in English language?

.....

10. What is the effect of three educations on learning and teaching a English language?

APPENDIX III

QUESTIONNAIRE FORMAT FOR THE LEARNERS

The questionnaire is based on problems experienced in the learning of English by learners with specific learning difficulties in English.

Information given will be treated confidentially

Name.....Age.....Sex.....Class.....

Answer the following questions

1. Do you like being in school doing school work?

2. a) Which subject do you dislike?

i.....

ii.....

iii.....

iv.....

v.....

b) Which one do you like most?

.....

c) Which subject do you dislike" why?

.....

2. Are there enough English textbooks in your class?

.....

3. What are your feelings towards learning of English subjects?

.....

4. Are learning facilities like teaching aids, desks, chalkboard, Enough in your class?

5. Do you like your English teacher— Why

.....D

o you enjoy learning activities tat are given to your class?

.....

(a) Are there learners with specific learning difficulties in English in your class?

(b) Do you like them?

(c) Do teachers like them?.....

(d) Do you assist them? _____ How? _____

9 How do your parents assist you in the learning of English language? What can you say about free education?

.....