

**PERFORMANCE IN ENGLISH BY LEARNERS WITH COMMUNICATION  
DISORDERS IN ABER PRIMARY SCHOOL,  
OYAM DISTRICT**

**BY**

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**DECLARATION**

I, Adong Harriet, declare that this is my own original work and it has never been presented or submitted to any other institution of higher learning or to Kyambogo University for award of a Master's degree of Special Needs Education.

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**APPROVAL**

This dissertation has been submitted with the approval of the supervisor of the candidate.

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Date.....03/12/2018.....

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## DEDICATION

To my dear parents whose love for education made me what I am today; my brothers, sisters, in-laws and grand children who took care of home during my absences from home to pursue a number of studies.

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## ABSTRACT

*This study was intended to investigate the Performance in English by Learners with Communication Disorders in Aber Primary School, Oyam District. An interview guide was used for data collection from 25 participants; case study design and qualitative method were employed in the study. Data were analyzed by using tables. The findings of the study were that; Most Learners with Communication Disorders were found to be unable to tell new words in English. Majority of these learners are not clear in their phrases, unable to combine two or more words in English. Many learners are poor in articulation of words and at the same time unable to construct right and meaningful sentences. Some learners cannot hold free conversation with peers and adults, unable to read accurately, and that; such learners are unable to follow text or story more closely. They are poor in completing the assignments, many pictures and rewards/tokens motivate learners to read in school and for pleasure.*

*Conclusively, most Learners with Communication Disorders are not aware of vocabulary, not clear in phrases and cannot combine two or more words in English hence more teachings by the teachers should be emphasized to improve on their Grammar since these learners are educable. Learners in Aber are not performing well in articulation of words, constructing right and meaningful sentences and are not holding free conversation with peers and adults, these results in poor Spoken English. Most Learners with Communication Disorders are unable to; read more accurately, follow text or story more closely, poor in completing the given assignments, pictures, rewards and tokens motivates learners to read in school and for pleasure, this indicates that their English Comprehension is not good enough which needs to be improved by teachers. Few recommendations/comments directed to teachers are as follows; to improve on Learners Grammar, teachers should improvise vocabulary tree, flash cards, labeled nature corner, talking compound, these prompts incidental learning in learners. Teachers should encourage learners to use English in School, teach both vowel and alphabetical letters to these learners since they are educable, good pronunciation, vocabulary, simple conversation should be given to them to improve spoken English. More Comprehension stories full of pictures should be given to learners so that they are able to read the story or text more closely. Assignments should be marked and rewarded to encourage them to participate more in the next exercise.*

## CHAPTER ONE

### INTRODUCTION

This chapter focuses on the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, study scope, limitations and delimitations.

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

The ability to communicate with others is critical to all individuals and therefore, a pre-requisite to academic learning in schools. Communication is vital in all areas of one's life. It is used to persuade, influence relationship, inform, share and uncover information. (Brice, 2012).

Many individuals have Communication Disorders that interfere with various aspects of their abilities to communicate with others. In the United States of America, Individuals with Disabilities Education Act (IDEA) recognizes communication disorders as one of the disabilities that exist globally. Estimates of children with Communication Disorders vary according to the specific disabilities. Following the Twenty-second Annual Report to Congress on the implementation of the Individuals with Disabilities Education Act, more than 20% of learners with disabilities in USA (1,074,548 children) aged 6 to 21, were identified with Communication Disorders under IDEA in 1996-1997.

According to the African Disability Right Handbook 2014, about 3.9 % = 219,375 Ugandan Learners are those with Communication Disorders. On the other hand, in Aber Primary School, there are about 46 Learners With Communication Disorders according to the School statistic.

Learners with Communication Disorders may present many different symptoms. These may include disorders in the realm of language, speech and/or hearing, difficulty following directions, attending to a conversation, pronouncing words, hoarse voice and the like. Problems with language may involve difficulties expressing ideas coherently, learning new vocabulary, understanding questions, following directions, recalling information, understanding and remembering something that has just been said, reading at a satisfactory pace, comprehending spoken or reading materials, learning the alphabet, identifying sounds that correspond to letters, perceiving the correct order of letters in words, and, spelling (Brice, 2012).

Difficulties with speech may include being unintelligible due to a motor problem or due to poor learning. Sounding hoarse, breathy may be due to a voice problem. Stuttering also affects speech intelligibility because the individual's flow of speech is interrupted.

In Uganda, there are various legislations and policies that advocate for Persons With Disabilities and other Special Needs, including those with Communication Disorders. Examples of such Policies include: The Constitution of the Republic of Uganda (1995), which states in Article 30 that "All persons have a right to Education." Similarly, the Government White Paper on Education (1992) advocates for integration of Persons with Special Needs into regular school settings. The Disability Act (2006) calls for no discrimination against Persons with Disabilities; and The Children's Statute (1996) advocates for the provision of basic needs to children by the state as well as parents. In this Statute, parents are obliged to provide basic needs, such as; food, shelter, clothes, medical care and scholastic materials without discrimination on the basis of disability or any other factor. All these legislations and policies have led to the increase of Learners with Communication Disorders in Inclusive Primary Schools across the country.

This study is based on Bandura's Social Cognitive Theory (1986) which states that, people learn not only through their own experiences, but also by observing the actions of others and the result of those actions. Although Bandura's studies mainly concerned behavior, the underlying logic can apply to all learning situations including learning English. That is by child observing other people (especially those they admire) speak in English, they are tempted to copy their actions. The adults become their role models. A child living in a setting where people enjoy and use English is likely to develop the incentive to try out the activity.

As observed by Brice (2012), communication is very critical to children's development. Brice (2012), thus, sees the ability to communicate as a prerequisite to effective learning among school pupils. Many children have been found to experience communication disorders that interfere with their ability to communicate effectively.

Communication is the process of exchanging information, ideas and feelings. It is usually an active process that requires the sender who formulates the message and a receiver who understands the message. According to Fielding (2005), communication is a transaction whereby participants, together, create little meaning through the exchange of symbols.

Communication, thus, occurs through a variety of modalities. These include nonlinguistic, verbal and paralinguistic processes. It has been established that these processes influence the

ability of individuals to communicate with other people. Similarly, according to American Psychiatric Association, Diagnostic and Statistical Manual (2018), communication refers to any verbal or non-verbal behaviour, ideas, or attitudes of other person.

Communication Disorder is a condition in which an individual has Speech and Language problems resulting in the individual failing to communicate effectively. Such disorders range from simple sound substitution to the inability to understand or use one's native language. From a general point of view, Communication Disorder involves problems in speech that may interfere with one's success in life (Gleason, 2001). Communication Disorders can affect how a person receives, sends, processes, and understands concepts. They can also weaken speech and language skills, or impair the ability to hear and understand messages.

(<https://www.healthline.com/symptom/disorders-of-communication>).

The American Psychiatric Association, Diagnostic and Statistical Manual (2018) indicates that Communication Disorders include problems related to speech, language and communication. Under IDEA, Speech or Language Impairment is defined as a Communication Disorder such as stuttering, impaired articulation, language impairment that adversely affects a student's educational performance. Therefore, Language is the expression of human communication through which knowledge, beliefs, and behavior are experienced, explained and shared. Speech is produced by precisely coordinated muscles actions in the head, neck, chest and abdomen. Humans express thoughts, feelings and ideas orally to one another through a series of complex movements that alter and mould the basic tone created by voice into specific decodable sounds. Hence, Language Disorder is an impairment in the ability to understand and to use words in the context both verbally and non verbally. Language Disorder include improper use of words and their meanings, inability to express ideas, inappropriate grammatical patterns, reduced vocabulary and inability to follow directions ( Gilbert, 2013).

As for Akpan (2004), language impairments are a limitation because language permeates all aspects of education and human life. Variably, this means that learners may not understand and use language effectively in a communication situation.

Speech Disorders refer to difficulties in producing speech sounds or problems with voice quality. They might be characterized by an interruption in the flow or rhythm of speech,

stuttering, all of which lead to dysfluency. Performance is what a person does when faced with a task and here when learners are taught how to use English they do so for a good outcome.

Brice (2012) has established that Learners with Communication Disorders have serious deficits in the ability to communicate. Usually communication occurs in one's ability to use language, speech and hearing. Language difficulties are summarized into spoken language, reading and writing. Speech disorders center on articulation and phonology, fluency and stuttering. Examples of hearing impairments include deafness and hearing loss, which can result from a conductive loss, a sensorial loss, mixed loss, or central hearing loss (Boyse, 2008).

Communication Disorders result from many different situations or sources. According to Brice (2012), language-based learning disabilities emanate from differences in the brain structure at birth. In most cases, this challenge is genetically based. Other Communication Disorders are a result of oral-motor difficulties, difficulties resulting from stroke which involve motor, speech/language problems; traumatic brain injuries, and stuttering, which is believed to be a neurological deficit (Minnesota Department of Education, 2010). Thus, Communication Disorders range from sound substitutions to the inability to use speech and language. According to The American Speech Language and Hearing Association (2001), Children with Communication Disorders usually show delays in one or more of the following areas; articulation fluency; language comprehension; language production; morphology; phonology; pragmatics; semantics; syntax; and voice.

**Articulation Disorders-** occur when a child has difficulty making sounds and words. Sounds may be substituted, left off, added or changed, making it harder to be understood. Preferably, articulation is production of sequenced sounds like substitutions, omissions, addition and distortions. **Fluency Disorder-** Interruption in the flow of speaking example stuttering. In the same vein, it is when the flow, rate and rhythm of verbal expressions affect a child's ability to communicate with the listener. Speech which is either too slow or too fast and not typical for that child's age. **Morphology Disorder-** Problems using the structure of words to get or give information. **Phonological Disorder -** Difficulty in discriminating differences in speech sounds or sound segments. **Pragmatic Disorder -** Problems in the social use of language.

**Semantic Disorder -** Problem using singly or together in sentences.

**Syntactical Disorder -** Problems involving word order, incorrect structure, misuse of negatives, or omitting structures. **Voice Disorder -** Pitch, duration, intensity, resonance.

Communication skills are central in developing informed citizens who are capable of participation in global society. Through communication, learners can share perspectives for the benefit of the society as a whole. In recognition of this, European Union (2006) recommends that lifelong learning skills should include communication in the mother tongue and communication in an international foreign language.

In a nut shell, it is clear that communication skills are vital to learners' success within and beyond school. These skills have shown to increase academic, occupational and personal success. Therefore, without communication there is no education (Friere, 2000).

According to US. Department of Education (2010), a strong relationship exists between communication and academic achievement. English and communication proficiency, along with academic success depend on whether learners can match their communications to the learning - teaching style of classroom.

Learners with Communication Disorders are capable of high academic success if they learn classroom social, language and learning patterns. Teachers and speech-language pathologists should focus their attention on classroom interactions and the language and communications used within the school in order to help learners learn to communicate in the environment. Most importantly, communication makes English Language teaching more thoughtful, involving learners in thinking and it turns the classroom into a community of thinkers, hence can develop learners' higher order thinking skills. As Logan (2007) states, "communication facilitates thinking and thinking facilitates communication. Dialogue and questions provoke new thoughts, new ideas, and new forms of language which require new vocabularies, and those new vocabularies then make new thoughts and insights possible". Therefore, Language learning and thinking to go hand-in-hand, learners need to share their ideas with their teachers and peers.

According to Boyse (2008), the most common conditions that affect individual's communication include attention deficit disorder, attention deficit hyperactive disorder, cerebral palsy, mental disabilities, cleft lip or palate, and autism spectrum disorders. This automatically reveals that there is a strong relationship that exists between communication and academic achievement (Brice, 2012).



Brice (2012) further notes that language and communication proficiency, along with academic success, depend on whether learners can match their communications to the learning and teaching process of the classroom. Learners with communication Disorders are capable of high academic achievement if they learn the classroom social language and learning patterns'

Research has shown that the use of various methods are geared towards the application of the pedagogical strategies for the enhancement of the communicative competence of Learners with Communication Disorders (Ogunkunel, 2009). For learners to gain mastery of English language, they need to be extrinsically motivated (Maclean, 2003) He further said that, the adoption of an eclectic method would enable the language teacher to nurture learners to be motivated "from the outside". Ogunkunel (2009) further says that teaching should embrace the following:

Teaching for understanding,

Teaching for assimilation,

Teaching for transfer,

Teaching for performance.

The adoption of the presented strategies would go a long way to improve the communicative skills of Learners with Communication Disorders in order to use language for communication in real life situation.

Greathead (2007) proposes the following motivational strategies for the enhancement of communication competence; feedback, repetition, simple task, memory mapping, story telling skill and diffused patterns.

1. Feedback-This means teachers' response to learners learning activities. It is important that teachers make remarks on the English exercises of learners.
2. Repetition -is use full in the presentation of vocabulary development and pronunciation exercises. Thorough this technique, the English teacher drills and models the right pronunciation of words.
3. Simple task- demands that a language teacher presents a lesson from known to unknown or from simple to complex task.
4. Memory mapping - Is the application of cognitive strategy as imagery. It may involve the use of mnemonics strategies, thus, using one word to recall a number of others.
5. Story telling skills- Aims at improving the coordination of ideas in composition.
6. Diffused pattern- The Language teacher divides the task into bits.

Teachers and learners need to understand that successful Language learning is not only a matter of developing grammatical competence, sociolinguistic competence and semantic competence, but also strategic competence which involves their role in transmitting and comprehending messages successfully. In supporting the benefits of teaching communication strategies competence, Nakatani (2015), and Rabab'ah (2015) have found that communicative strategies instruction improve students' oral communicative ability and competence.

In addition to keeping a conversation going and ensuring more input for learners, de Quesada (2009), adds that communication strategies are also important vehicle that produces pushed output, and this can in turn develop communicative ability, foster language, acquisition and increase fluency and ability to manage conversation more effectively. Similarly, Nakatani (2005) and Kongsom (2009), have found that communication strategies instruction in the classroom help learners to communicate more and enhances their confidence in speaking in English.

Communication strategies bridge the gap between classroom and real life communication which helps learners to overcome their communication problems in real life situations. If they lack these strategies, they will not be able to solve problems during face-face interaction, and as a result they will avoid interaction.

Communication strategies are particularly useful for learners with language learning disabilities who experience communication difficulties on a regular basis. This is simply because these strategies provide them with an efficient tool for dealing with knowledge gaps emerging in talk exchanges, thus affording them a sense of security in the English Language and extra room to maneuver in times of difficulty and increase their confidence to communicate in English (Doqaruni & Yaqubi, 20011).

Teacher-student interaction is extremely important for a positive relationship between students and teachers which can in turn lead to better learning in general. Teachers' verbal (giving praise, self-disclosure) and non-verbal (eye contact, facial expressions) immediacy behaviors are found to be useful in that they lessen psychological distance between teachers and learners, leading to greater learning (Baygate, 2009).

One of the major purpose of best school academic performance centers on verbal communication. This involves effective transmission and exchange of opinions and ideas verbally. It has been established that when school children have Communication Disorders, such disorders are most likely to negatively affect their speech and language development (Brice, 2012). According to Cooley (2007), this results in learners falling behind both socially and academically. As observed by Yanoff (2007), the end result is that more learning disabilities form as a consequence of Communication Disorders, especially in reading.

This paper thus addresses these problems and challenges so as to come up with ways of overcoming the challenges to ensure effective learning among Learners with Communication Disorders.

In Aber Primary School, Learners with Communication Disorders seem to be excluded in the teaching and learning process on the basis of their disability which most teachers seem to neglect during their process of planning for instruction. Teachers do not seem to focus their attention on classroom interactions and the communications used within the school in order to help Learners with Communication Disorders improve on their performance in English.

It is against this background that the researcher was compelled to conduct a study on the performance in English by learners with Communication Disorders in order to improve on their performance in the subject in Primary School.

### **1.3 Statement of the problem**

Despite the existence of policies and legislations in Uganda that advocate for Special Needs and inclusive education such as the Children's Statute (1996) which advocates for provision of basic needs to children by the state and parents and the Disability act (2006) which calls for no discrimination against Persons with Disability, learners in Aber Primary School continue to lag behind in academics hence making them to repeat same classes year after year. This is reflected in the class registers where majority of these learners are found in (P1-P4) as opposite to their age groups some of whom are already in secondary schools and poor use of Grammar, Spoken English and English Comprehension in which they have inadequate competencies. It was from this background that the researcher carried out the study so as to find out the major causes of the

current failures in the performance in English by Learners with Communication Disorders in Aber Primary School.

### **1.3 Purpose of the study**

The purpose of this study was to find out the performance in English by Learners with Communication Disorders in Primary Schools.

### **1.4 Objectives of the study**

The objectives of the study were to:

1. Find out the competence of Learners with Communication Disorders in English Grammar in schools.
2. Establish the competence of Learners with Communication Disorders in Spoken English in Schools.
3. Assess the competence of Learners with communication Disorders in English Comprehension in Schools.

### **1.5 Research questions**

The following were the research questions that guided this study:

1. What are the competencies of Learners with Communication Disorders in English Grammar in Schools?
2. What are the competencies of Learners with Communication Disorders in Spoken English in Schools?
3. What are the competencies of Learners with Communication Disorders in English Comprehension in Schools?

### **1.6 Study Scope**

This study was conducted in Aber Primary School which is located in Aber Sub County in Oyam District. The study was about the performance in English by Learners with Communication Disorders in Primary Schools. The duration of the study was from September, 2017 to May, 2018.

### **1.7 Significance of the study**

This study was expected to be significant in the following ways:

The study would enable teachers plan to support Learners with Communication Disorders leading to their improved academic performance in English. It would also benefit parents by building their hope in the education of their Children with Communication Disorders urging them to support these learners achieve high academic success. The study would foster promotions of Learners with Communication Disorders from one class to another as a result of their improved academic performance which is dependent on English subject. It was also hoped would help create awareness to curriculum developers on how to improve the academic performance in English of Learners with Communication Disorders in Primary Schools.

The study would also inform the policy makers on how to plan effectively for Learners with Communication Disorders in Primary Schools.

### **1.8 Limitations of the study**

1. P.6 English teacher had died that week of which no teacher was willing to take over from the deceased subjects and responsibilities which somehow hindered better collection of data.
2. There was high rate of absenteeism amongst P.6 Learners and in the School as a whole; this was due to the sudden death of their teacher who was also the head of the unit in Aber Primary School.

### **1.9 Delimitations of the study**

1. An introductory letter from the University which was given and self formulated letter helped a lot in easing access to the information from school/ participants.
2. The respondents were free and cooperative as the researcher had hoped.
3. Communication was easy since the researcher knew the local language spoken.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

This Chapter Two focuses on library research, carried out so as to explore materials related to the study. The purpose is to identify ideas and findings generated by different authorities from different parts of the world that would enable the researcher to get tentative clues / solutions to the study topic. This is done based on the study objectives formulated in Chapter One. For the sake of the reader, the same study objectives are reproduced here as follows; Competence of Learners with Communication Disorders in English Grammar, Competence of Learners with Communication Disorders in Spoken English, Competence of Learners with Communication Disorders in English Comprehension.

1. How competent are Learners with Communication Disorders in English Grammar in schools?
2. How competent are Learners with Communication Disorders in Spoken English in schools?
3. How competent are Learners with Communication Disorders in English Comprehension in schools?

#### 2.1 Competence of Learners with Communication Disorders in English Grammar

According to William (2006), English grammar is a body of rules, whose output is all of the sentences that are permissible in English language. In linguistics, English Grammar is the set of structural rules governing the composition of clauses, phrases, and words in English language. Gallagher (2000) asserts that English is one of the more challenging languages to learn. Difficulties Learners with Communication Disorders find with English Grammar depend on what language or languages they already know. He further notes that English Grammar is easier to learn if one has the same roots, and is more closely related to it. This means that the different mother tongues spoken by Learners with Communication Disorders tend to interfere with their competence to use English Grammar.

English has tricky vocabularies which are numerous, thus, the number of words are large and varied. This implies that learners with Communication Disorders find difficulties in mastering these many vocabularies and how to use them hence affecting their competence in English Grammar (Burnett, 2009). Closely related to the above are the English spellings which are often difficult to guess how to spell an English word based on how it sounds, hence impeding the learning process of Learners with Communication Disorders, English grammar is full of subtlety for example 'can I have a slice of cake?', 'could I have a slice of cake?' and 'May I have a slice of cake?', all express the same idea in differing levels of formality. These variations affect the competencies of Learners with Communication Disorders in the use of English grammar (Lang, 2009).

Heward (2013) observes that Learners with Communication Disorders are limited in their pronunciation and therefore, act inconsistently. He further notes that certain sounds in English are particularly tricky, for example, distinguishing between 'three' and 'tree' can be hard for Learners with Communication Disorders to pronounce. This implies that one cannot always guess the pronunciation from the spelling, for example, the words 'cough', 'tough', 'through', and 'thorough'- all are pronounced differently much as they all end with '-ough.'

According to Dart (2006), Learners with Communication Disorders are affected by the many variations of English for example; USA, Australia, New Zealand, South Africa, UK, Scotland, and regional dialects, all affect their competences in English Grammar.

Grammar (syntax) is a system regarding the structure of a language that involves rules along with the information about sequencing words in order to construct meaningful sentences (Davenport, 2000). He further argues that Grammar can be used to identify the relationship between words and contribute to the unique meaning of the text. Students' knowledge of syntax is a powerful predictor of their reading comprehension. Also Grammar is the whole system and structures a language or languages in general (Davenport, 2000).

Gilbert (2013) states that Communication Disorders usually result into limited English language abilities and poor knowledge of the syntax (Grammar). Consequently, explanations for the impoverished reading comprehension of Learners with Communication Disorders are that they often lack adequate syntactic knowledge to sustain the integration of correctly written words into broader ideas at the sentence level. This is in line with Ohno (2011) who also suggests that

reading comprehension failure among learners with Communication Disorders arise from reliance on a reading strategy that skips the processing of sentence structure as a vital source of information, as well as reliance on insufficiently developed or deviant syntactic knowledge for the processing of the text meaning ( Ohno,2011).

Research has shown that children with profound Communication Disorders use sign language in reading comprehension (Baygate, 2009). This implies that the linguistic specifications of their translations are equivalent to sign language syntax which is different from English syntax. He further observes that sign languages have a grammar and syntax that are quite different from that of spoken and written languages, factors which confuse Learners with Communication Disorders.

Understanding English vocabularies through daily interactions with adults and peers is vital to Learners with Communication Disorders because it enriches their English grammar through conversations around routine games, rhymes, songs and reading activities (Gallagher, 2000). Communication cannot take place in the absence of structures or grammar. To effectively communicate, knowledge of grammatical forms, Lexical, Morphological, Syntactical and phonological features of English Language is crucial (Ohno, 2011). Any competent user of a Language should not only demonstrate an accurate use of the grammatical and vocabulary aspects of that language but should be well equipped to use such linguistic knowledge appropriately. Though most words are learnt through daily interactions, some English grammar should be taught directly to Learners with Communication Disorders (Gilbert, 2013).

Brice (2012) reveals that Learners with Communication Disorders present many different symptoms like difficulty in following directions, problems in pronouncing words, failing to express one's self, problems in paying attention to a conversation, problems in understanding what was said, and challenges of being understood because of stuttering or hoarse voice among others, hence affecting their competence in English Grammar.

Okoh (2002) indicates that Learners with Communication Disorders are not very fluent in their pronunciation, phonetic alphabets these makes their Grammar awkward. Also it is essential to understand that there are too many words in English that are not produced as they are spelled, these limits learners in using correct Grammar. For example;



Total	/totl/
Straight	/streit/
Palm	/pam/
Wednesday	/wenzdi/

Ohno (2011) points out that grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication and the ability to use the forms of the language such as sound, words, and sentence structure. It concerns the mastery of the language code it self-Lexicon, syntax and semantics.

Ohno (2011) further points out that grammatical competence is an important concern for any communicative approach whose goals include providing learners with knowledge of how to determine and express accurately the meaning of utterances. He believe that knowledge of these rules are important in interpreting utterances for social meaning, particularly when there is a low level of transparency between the meaning of an utterance and the speaker's intention. While discourse competence concerns the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different styles, the cohesion and coherence of utterances or sentences (Ohno, 2011). It is used to refer to related but distinct abilities. Ohno (2011) further mention that textual discourse competence refers to the ability to understand and construct long speech or written texts of different styles such as procedural texts, expository texts, sound reasoning texts, descriptions and others. These discourse styles have different characteristics, but in each style there are some elements that help make the text coherent and other elements which are used to make important parts distinct or prominent.

Learning a language involves how to relate the different types of discourse in such a way that hearers or readers can understand what is going on and see what is important. Likewise it involves being able to relate information in a way that is coherent to readers and hearers. Whereas, Sociolinguistic competence, addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors (Ohno, 2011).

On the other hand, Cascaller and Henning (2011) said that strategic competence is a set of strategies devised for effective communication and put into use when communication breaks down. It is said to involve the ability to recognize, assess, infer and compensate for deficiencies. Ohno (2011) argues that strategic competence is made up of verbal and non-verbal communication strategies that may be called into action to compensate for break downs in communication due to performance variables or to insufficient grammatical competence. It is composed of the mastery of verbal and non-verbal communication strategies that may be called into action for two main reasons: (a) to compensate for break downs in communication due to limitation conditions in actual communication or to insufficient competence in one or more of the other areas of communicative competence and (b) to enhance the effectiveness of communication.

## **2.2 Competence of Learners with Communication Disorders in Spoken English**

Abenga (2005) notes that to become a fluent English speaker, one must study and master reading, listening and speaking. This means that practising reading, listening and speaking are key to spoken English. Spoken English provides extensive speaking practice through activities that are both carefully controlled and communicative (Wondwosen, 2018).

Brown (2012) defines speaking as the productive process of turning thoughts into meaningful language. The meaningful language construction is therefore the main purpose of the reactive phenomenon which involves first receiving and processing pieces of information and then producing a reactive response to the received information and properly forming that response according to the context in which communication takes place.

According to Achmad (2014), Learners with Communication Disorders find difficulty in auditory discrimination leading to limited competence in Spoken English. This implies that their ability to hear specific sounds and words and to organize changes in tone and other nuances of Spoken English is affected. On the other hand, Benter (2010) asserts that Spoken English involves pronunciation of sounds and words, citing limited competence in Learners with Communication Disorders related to inability to produce the sounds and intonations of English so that the speaker is understood. He further revealed that their accents are affected too making it difficult to be understood when expressing themselves in Spoken English.

Samira (2014) observes that fluency in Spoken English relates to the reading rate, ease and accuracy with which a learner decodes and comprehends a text in English. Therefore, Learners with Communication Disorders are affected in Spoken English due to their poor reading competency.

Bannink (2015) notes that Spoken English requires one to be confident and therefore, Learners with Communication Disorders always lack confidence when expressing them which affects their competence to speak English effectively. He also added that for one to improve in Spoken English, learning new words every day is very important.

In a related development, Eleweke (2002) states that Learners with Communication Disorders tend to develop worries and anxiety, which affect their competence in Spoken English. This makes them withdrawn from participating in activities such as debates and general social interaction with friends hence impacting negatively on their Spoken English.

Ohno (2011) states that Communication Disorders usually results into limited spoken language abilities and poor knowledge of the syntax of the spoken language. Consequently, explanations for the impoverished reading comprehension of Learners with Communication Disorders that they often lack adequate syntactic knowledge to sustain the integration of correctly written words into broader ideas at the sentence level. This is in line with Gilbert (2013) suggestion that reading comprehension failure among Learners with Communication Disorders arise from reliance on a reading strategy that skips the processing of sentence structure as a vital source of information, as well as reliance on insufficiently developed or deviant syntactic knowledge for the processing of the text meaning.

According to Pillar (2004), linguistic competence is the mastery of knowledge of language code itself. This involves controlling the formal organization of the language for producing or recognizing correct sentences and organizing them to form texts. Linguistic competence includes the rules of word formation and vocabulary (lexicon), pronunciation (phonology) and sentence formation (syntax), all these are a challenge to learners hence their Spoken English is affected, Pillar concluded.

According to Soneye (2001), Learners with Communication Disorders lag behind in spoken English because English Language has notoriously confusing spelling nature. For example, the

following words can limit learners of English as a second language by omitting and substituting some letters then pronouncing them awkwardly like xylophone to zailofon and Philanthropist to filantropist, this hinders their linguistic competence in Spoken English.

Similarly, Okoh (2002) adds that, Spoken English has quite a number of words which are pronounced differently from the way they look for instance owl as awl, altar as alter. Several words even while sounding exactly the same have entirely different meanings, like cease and seize while others are spelt in terribly odd and awkward ways, example, hole for whole, thought for taught and feed for feud. Oral skills hardly stand alone; they enter into such other regions as spelling, writing, even vocabulary building". This implies that if teachers do not drill learners well in this aspect, learners find it hard to use those words while communicating to others and they end up performing poor in class work.

Fatiloru (2005) says "there is no consistent method of representing sounds in Spoken English". He adds that, English alphabet does not contain letters enough to represent Spoken English sounds adequately. The phonetic representation of English sound, he argues, calls for at least Thirty Eight different symbols while the alphabets contain only Twenty Six letters, thus, in most cases, a letter must stand for more than one sound as in letter "a" which has different pronunciations as in these examples;

art	/ə.t/
at	/e/

letter "C" stands for three different sounds as in

face	/s/
cat	/k/
ocean	/sh/

letter "K" may be represented by k, c, q, ch, ck, and x as in

kit	/kit/
cat	/kaet/
quit	/kwait/
ache	/eik/
sick	/sick/

Mando (2008) indicates that failure to recognise these aspects of English by Learners with Communication Disorders is mainly caused by failure to acquire phonological awareness and skills in alphabet coding. Hamad (2013), for one, points out that inappropriate curriculum which lacks enough exercises for practising skills affects Learners with Communication Disorders' Spoken English. Hamad (2013) is of the view that teachers do not use teaching strategies such as role play, debates, drama, impromptu speeches, free discussion, conversation among others, while teaching Learners with Communication Disorders, this hinders them from using good Spoken English. On the same note, Bygate (2009) points out that teachers rarely use approaches that involve observations and discussion, relating to learners during the lessons, arguing that these are some of the ways to boost children's ability to learn Spoken English effectively.

Another important aspect that can limit using Spoken English is "Mother tongue", which affects Learners with Communication Disorders negatively. By negatively, Krashen (2004) means, an English language learner failing to transfer what s/he wants to say from mother tongue to English language especially in grammar, which does not always have meanings in one's mother tongue and the target Spoken English. Secondly, Uganda being a multi-lingual society where different mother tongues are spoken, the question is: how possible would it be to create schools where all the different mother tongues are taught in the same school? A multi-lingual society like Uganda it is very complicated in terms of mother tongue in schools because one has to think of the number of learners speaking the same mother tongue. Al-Harbi (2010) defines mother tongue as a language that is learned first while a second language is learned later in life.

Similarly, Oluwole (2008) mention the role of mother tongue in learning English as a second language and discovered that there are factors that contribute to poor performance in Spoken English by Learners with Communication Disorders. These include the use of mother tongue, poor teaching methods, lack of text books and lack of professional growth and development of teachers. Oluwole (2008) further states that the performance of Learners with Communication Disorders in Spoken English is not encouraging due to the use of local language in the lower primary classes. English language teachers from upper primary level up to secondary level resort to the use of mother tongue to teach and explain the English language hence a barrier in using Spoken English.

Pathan (2013) for one, asserts that when communicating orally in English, Learners with Communication Disorders usually encounter varied linguistic problems that evidently handicap and hamper their communication and negatively affect their general fluency in Spoken English.

### **2.3 Competence of Learners with Communication Disorders in English Comprehension**

According to Croft (2013), English comprehension is the capacity of the mind to perceive and understand the ideas from either written or Spoken English Language. Comprehension entails reading. According to Linse and Nunan (2005), reading is a skill which involves making sense and deriving meaning from the printed words. On the same note, Bojovic (2008), reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. He further said that, reading comprehension is the process of getting meaning from and bringing meaning to a text. The ability to read is very important if one is to succeed in life. Reading is one of the basic skill that a child should master during his/her first school years to be able to assimilate new knowledge and skills in future (Paananen,2009 *et al* ). Ideally, learners are expected to be fluent in reading by the time they reach P.6 because reading skills are taught during the first three years of primary education. It is also argued that without the ability to read, one's performance in other school subjects might get affected (OECD/ UNESCO, 2000).

Generally, according to Kalindi (2005), reading is significant in general that touches everyone because the ability to read and write is an essential ingredient of success in most societies where so much information is transmitted in written form. Learning to read requires a lot of practice and interest, but most Learners with Communication Disorders are limited in this aspect hence their performance is affected.

Research suggests that the levels of reading in Ugandan schools do not give a good picture of the standards of education (Matafwali, 2005). Although reading may seem like something which comes about naturally, it is really a struggle for some Learners with Communication Disorders to master comprehending skills. As a result, many of them are forced to repeat an academic year because of their poor performance. Worst still some of the pupils drop out of school because they develop a very negative attitudes towards reading in school, Matafwali, concludes.

Singal (2009) cites poor working memory associated to Communication Disorders as a factor hindering the competence of Learners with Croft (2013) further points out that Learners with Communication Disorders tend to be limited in the aspect of English language due to poor cognition which makes them fail to perceive and understand ideas. Gudu (2010) also explains that Learners with Communication Disorders have difficulty in the competence to comprehend English language as a result of decoding inefficiency. This means that these learners have difficulties with interpretation of written or spoken language which affects their competence in English Comprehension. Communication Disorders in English Comprehension. This implies that these learners find difficulties in remembering sounds, and words in English language which eventually affects their ability to understand. Similarly, Alloway, Elliot, & Jerman, (2009) argue that, poor working memory limits learners ability to read proficiently and comprehend a given text. They further, said that working memory allows a learner to temporarily store information in short term memory while engaging in cognitive tasks. However, when a learner reads, s/he can activate prior knowledge about a topic to determine the meaning of a word while remembering what has just been read. Learners with Communication Disorders often have a low working memory capacity, which limits reading comprehension. According to Swanson, Zheng, & Jerman (2009), learners who struggle to read are unable to retain ordered information which is directly related to phonological retention processing. Retaining phonological information (blending sounds within words, or segmenting multi- syllabic words), a task performed through working memory is essential to learning to read.

According to Saland (2011), Learners with Communication Disorders have limited competences in their English Comprehension because of difficulties in listening comprehension strategies. Proper listening strategies, Saland adds, helps a learner understand the ideas being expressed. The power to grasp what is being communicated depends on the ability of the brain to process information effectively in relation to the situation at hand. In learning, an individual would understand better if his or her brain processes are effectively functioning. Communication Disorders is associated to dysfunction of brain in one way or another as it automatically leads to limited competencies in English comprehension (Abenga, 2005).

Ohno (2011), in a study on the depth and breadth of vocabulary knowledge and English Comprehension, has found out that there is a significant relationship between depth and breadth

of vocabulary knowledge and reading comprehension, although depth of vocabulary knowledge has a slightly higher relationship. This study focused on contextual knowledge of vocabulary which is thought to be a sufficient condition for comprehending text materials. A deficit in word recognition also impacts a learner's vocabulary growth (O' Connor *et al* 2010).

Learners with Communication Disorders, on the other hand, have challenges in the choice and range of vocabulary used in composition writing which influences their achievements in English Comprehension (Ogada, 2012). According to research evidence, it is very difficult to catch up or become fluent readers once learners lag behind in the skills of reading unless intensive measures are put in place (Matafwali, 2005). Brice (2012) reveals that Learners with Communication Disorders have language difficulty related to learning new vocabulary, recalling information, understanding questions, expressing ideas coherently, remembering something that has just been said, reading at a satisfactory pace, comprehending spoken or reading materials, learning the alphabet among others. Gilbert (2013) has noted that, poor morphological awareness impedes learners from reading fluently and efficiently, and furthermore creates an impact on reading comprehension. Without a clear understanding of what influences reading comprehension, teachers will always find it hard to target the exact skills needed to improve comprehension Gilbert concludes.

Ojanen (2007) agrees that Learners with Communication Disorders tend to be limited in this aspect of English as a result of inadequate teaching. Teachers, he asserts, have a lot of work in literacy skills but do not have enough time to concentrate on teaching all of them (literacy) so as to enable learners comprehend fluently.

According to Paananen *et al* (2009), the home environment plays a role in the learners' reading ability. It can affect someone either positively or negatively. In the home environment, there are many factors which can cause reading difficulties to Learners with Communication Disorders. These include: mother tongue interference, lack of motivation, lack of text books and reading materials, parents' literacy levels, effects of poverty (examples: poor nutrition, lack of proper furniture for studies), nature of lighting system, lack of support by parents or guardians and the community at large. The home environment which is appreciative and supportive is very important for a child's growth in all aspects of life including education. If Learners with Communication Disorders are motivated, the likely failure can effectively be avoided.



Consistent support helps them regain their self-confidence. For Learners with Communication Disorders to thrive academically, a conducive learning environment is very cardinal, so concludes Paananen.

There are also certain things in the home environment which can affect Learners with Communication Disorders' ability in comprehending a given text which ought to be addressed. For instance, if the home environment is not cognitively stimulating, that is, if there are no story books, reading tables, jigsaw puzzles, buildings, among others, Learners with Communication Disorders may not be motivated to read or write (Rie, Mupuala & Dow, 2008).

The process of child development shows that girls usually speak their first words earlier than boys. As a result, girls in general tend to acquire their language faster and develop larger vocabularies than boys (Carducci, 2009). On the other hand, boys tend to have problems when it comes to reading and in most cases; their reading is below their grade level Carducci concludes. One of the scientific explanations for linguistic oriented skills favouring girls lie in biological factors. The left hemisphere of the brain which is central to language may mature more rapidly in girls than in boys. (Kail, 2007). This could be the reason for girls being better than boys when it comes to reading.

Research shows that there are high chances for children who have not acquired reading skills by P.3 or P.4 to develop reading problems. This is evident in their conversation, comprehension exercise, impromptu speeches among others (Chall & Stahl, 2008). Most Learners are unable to read for learning new information themselves, this limits learners in comprehending a given text. It is very common in the classroom situation to find both slow and fast Learners whereby some are good in comprehending, while others are not. In this kind of situation, it all depends on the teacher to use appropriate methods of teaching that suit the needs of different learners. Unfortunately, most teachers do not have adequate knowledge on how to help Learners with Special Needs. Most Learners require close supervision if they are to perform better in academic work. As a result even when teachers know that some Learners with Communication Disorders are poor readers, they are not in a position to help them (Kalindi, 2005).

The situation in Aber is unlikely to be any different from all that is found in the literature, as noted above. It means, therefore, that for any effort made to improve performance in English without paying attention to the quality of service, that would more-or-less mean nothing useful done in Aber to improve their performance there.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter addresses the research paradigm, approach, design, method for data collection, participants, sampling technique, data analysis description, trustworthiness and ethical considerations.

#### 3.1 Research paradigm

The research paradigm for this study is qualitative supported by constructivists/ interpretivists. This is a research paradigm in which knowledge is socially constructed by participants actively involved in the research process using their life experiences relating to the problem under investigation (Jerry, 2007). The justification for choice of this paradigm is based on the fact that it allows involvement of participants who have lived and accumulated experiences regarding the social problem under investigation.

According to Crocker, (2009), qualitative research approach is an umbrella term used for a complex and evolving research methodology. According to Murry *et al* (2010), qualitative research involves the collection, analysis and interpretation of narrative and visual data through methods such as ethnography, case study, in-depths interviews or focus groups. On the same note, Schumacher & McMillan (2010) argue that qualitative research describes and analyses people's individual and collective social actions, belief, thoughts and perceptions. They further contend that the researcher may use qualitative methods to understand the phenomenon and interpret meaning within social and cultural contexts. Qualitative approach was selected because it focused the kind of evidence about what people say and do, that enables the researcher to interpret, make sense of and understand what the researcher had observed (Jackson, 2012). The method was also decided upon to help the researcher to conceptualize the research project, collecting and analyzing data and writing up findings.

### **3.3 Research design**

This study used a case study in order to find out the competence of Learners with Communication Disorders in; Grammar, Spoken English, and English Comprehension to improve their performance in school.

Basically, a case study is an in-depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic (Shuttle, Apr 1, 2008). Similarly, it is often used to narrow down a very broad field of research into one or few easily researchable examples. (University of Southern California Libraries, 2016). A case study is chosen because of its strengths of intensively gathering data which is rich of detailed descriptions of the situation under study. As such, a case study emphasizes the richness of data from the real life experiences of participants.

According to Creswell (2008), research design refers to specification of methods and procedures for acquiring, analyzing, interpreting and reporting data in a research. A good research design ensures that data obtained is relevant to the problem and are collected as well as analyzed by objectives and economical procedures (Green, Tull, Abaum 2000; Churchill and Krishnaswami, 2000). This involves how data was collected, and the instrument used.

### **3.4 Target population**

Target population is the total group of individuals from which the sample might be drawn. It was estimated population that there were 16 teachers, 36 Learners with Communication Disorders, 50 Ordinary Learners .The researcher used the following respondents for data collection due to the following reasons;

**Teachers;** They are trained and qualified to teach learners in school. They also carryout assessment of learners who are in school. This is done through giving school reports which form important parts of the examination of the child who has Special Educational Needs.

**Learners with Communication Disorders;** They are chosen because they are the ones faced with problems.

### 3.5 Sampling technique

According to Alvin (2014), A sample is a group of relatively smaller number of people selected from a population for investigation purpose. Relatively, Sample is the sub-unit of the population involved in any research work (Easton, & McColl, 2009). A sample is a group of participants who take part in the investigation ([http; // www. Simple psychology](http://www.Simplepsychology)). While sampling is the process through which a sample is extracted from a population (Alvin, 2014).

For this study, purposive sampling was employed to select ten Learners with Communication Disorders, seven teachers, and eight Ordinary Learners. According to Black (2010) and Saunders (2012), purposive sampling is a technique whereby a researcher relies on his or her own judgment when choosing members of population to participate in the study. It is one of the most cost-effective methods available. It is the most appropriate method available if there are limited numbers of participants who can contribute to the study. This is to ensure that they are all presented with a chance to participate in the study (Amin, 2005). This technique is normally used when the researcher wishes to select cases that are particularly informative (Sounders, Lewis & Thornhill, 2009). Purposive sampling technique allows a researcher to select an inclusive school because it nearly has all categories of participants required. With a smaller sample size, the researcher is able to collect much detail from each individual participant.

**Table 3.1 A Sample of study**

Category of respondents	Population	Sample	Sampling strategy
Learners with Communication Disorders (P.6)	36	10	Purposive sampling
Ordinary Learners (P.6)	40	8	Purposive sampling
Teachers	18	7	Purposive sampling
Total	94	25	

Source: Self formulated.

### **3.6 Instrument**

This study addressed itself to the use of an interview guide to collect the data from the three categories of participants chosen for the study. According to Johnson and Christensen (2008), an interview is a data collection method which an interviewer (the researcher or someone working for the researcher) distributes guided questions to an interviewee (the research participants) to respond to.

### **3.7 Trustworthiness**

The research instrument used was based on what the participants know, believe and within their experience. The instrument was taken to the supervisor to make sure that it is checked by him since he has experience in research. To ensure credibility, the instrument was developed in line with the study objectives.

The researcher made sure that steps were followed to ensure that the findings came from the data given by respondents and are not from the researcher.

### **3.8 Data collection Procedure**

Data collection is vital in any type of research process, before undertaking the actual study in the sampled area, approval of research proposal by the supervisor was sought. Permission to carry out the study was sought from the head of department, Special Needs Studies (see appendix I). On obtaining permission, the researcher then prepared a personal letter of request (see appendix II), and thereafter made visit to the prospective participants, where data were collected, to establish rapport- presentation on her expectations, and also to get expectations of the prospective participants. When both parties (researcher and participants) were clear and agreeable with one another, semi-structured interviews were administered (see appendix III & IV). Each interview session was expected to last about forty minutes. According to Williams (2011), research method is a way used to find out the result of a given problem on a specific matter or problem that is also referred to as a research problem.

### **3.9 Description of Data Analysis**

Qualitative data collected from the semi-structured interview schedules were subjected to thematic data analysis to build patterns, categories and themes. Qualitative data were coded individually against themes. Common themes were identified by searching and searching for key words, arranging them into categories and sub-categories. Pseudonyms were used to protect the identity of participants. Comments were made on responses, and where necessary direct quotes were made accordingly (Cohen & Manion, 2007; Sidhu, 2003).

### **3.10 Ethical Considerations**

Robson (2002) defines ethical consideration as a system of accepted rules of conduct or a set of principles. Therefore, the dignities of all research participants are to be respected. Adherence to this principle ensures that participants are not to be used simply as a means to achieve research objectives (Creswell, 2007). In this study, participants' rights were respected where real names of the participants were not used, instead researcher used improvised codes for categories of participants such as: Teachers ( Tr ), Learners with Communication Disorders (LWCD), and Ordinary learners (OL).

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS OF FINDINGS

#### 4.0 Introduction

This Chapter Four is about analyzing and interpreting the raw data that were collected from the field for better understanding. This is done in accordance to the formulated study objectives. The responses and interpretation are then presented with the help of tables (1, 2, and 3) all showing how the participants gave varied answers where some are similar while others are different.

#### 4.1 Data analysis and interpretation on Objectives One

Objective One aimed at finding respondents ideas on competences of Learners with Communication Disorders in the use of English Grammar. The presentation of the findings on this objective is shown in Table 1. In this chapter the findings are not backed up by relevant authorities and the researcher's comments, as this is done in Chapter Five.

**Table 1. Competence of Learners with Communication Disorders in English Grammar**

No	Factor	Responses
1	Telling new words	a. Unable (Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7, LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, LWCD8, OL1, OL2, OL3, OL4, OL5, OL6, OL7)
		b. Able (LWCD9, OL8)
		c. Note sure (LWCD10)
2	Clarity in phrases	a. Not clear (LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7, OL1, OL2, OL3, OL4, OL5, OL6, OL7)
		b. Clear (LWCD8, LWCD9, OL8)
		c. No idea (LWCD 10)
3	Combining two or more words	a. Unable (Tr.1, Tr2, Tr3, Tr4, TR5, Tr6, Tr.7 LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, OL1, OL2, OL3, OL4, OL5, OL7)
		b. Able (LWCD 8, OL8)
		c. Missing (LWCD 10)
		d. No idea (LWCD 9)



The findings with respect to objective one varied. Concerning telling new words in English in Aber Primary School, some respondents gave similar responses while some gave different views. Majority of the respondents (Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7, LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, LWCD8, OL1, OL2, OL3, OL4, OL5, OL6,OL7) do believe that Learners with Communication Disorders are unable to tell new words. Some respondents (LWCD8, LWCD9, OL8), however, do believe that few learners can tell new words. There is one respondent (LWCD10) who is not sure whether, or not, they can tell new words in English. On clarity in phrases, respondents gave different views. Majority of respondents (LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7, OL1, OL2, OL3, OL4, OL5, OL6, OL7) point out that learners are not clear in phrases. Other respondents (LWCD9, OL6, OL8) agree that learners are clear in phrases. One respondent (LWCD10) does not have an idea whether, or not, they are clear in phrases.

Data was also gathered to assess whether learners can combine two or more words in Aber Primary School. Majority of respondents (Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7, LWCD1, LWCD2 LWCD3 LWCD4, LWCD5, LWCD6, LWCD7, OL1, OL2, OL3, OL4, OL5, OL6, OL7) believe that learners are unable to combine two or more words. Other respondents (LWCD8, OL8) agree that learners can combine two or more words. This is followed by a respondent (LWCD9) who has no idea whether, or not learners are able to combine two or more words. Having noted the results emerging from objective one, in the next session, attention is focused on the findings with respect to objective two.

#### **4.2 Data analysis and interpretation on objective two**

Objective two sought to establish respondents views about competence of Learners with Communication Disorders in Spoken English in Aber Primary School. The presentation on the findings of this objective is shown in table 2.

**Table 2: Competence of Learners with Communication Disorders in Spoken English**

No.	Factor	Responses
4.	Views about articulation of words	a. Poor (OL1,OL2 , OL3, OL4, OL5, OL6,OL7, OL8,Tr1, Tr2, Tr3, Tr4,Tr5, Tr6, Tr7, LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7) b. Good (LWCD8, LWCD9) c. Fair (LWCD10)
5.	Construct right and meaningful sentences	a. Unable (LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, OL1, OL2, OL3, OL4, OL5, Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7) b. Able (LWCD8, LWCD9, OL6) c. Rarely (OL7, OL8) d. Not sure (LWCD10)
6.	Hold free conversations among peers and adults	a. Cannot ( Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7, LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, OL1, OL2, OL3, OL4, OL5, OL6) b. Can (LWCD7, LWCD8, OL8, OL9) c. Rarely (LWCD9, LWCD10)

Responses on this objective varied. On views about articulation of words, most respondents (OL1, OL2, OL3, OL4, OL5, OL6, OL7, OL8, Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7, LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7) reveal that learners' articulation of words are poor. Other respondents (LWCD8, LWCD9) agree that learners are good in articulation of words. Another respondent (LWCD10) indicates that learners are fair in articulation of words. Commenting about constructing right and meaningful sentences, respondents gave varying views. Most respondents (LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, OL1, OL2, OL3, OL4, OL5, Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7) reveal that learners are unable to construct right and meaningful sentences. This is followed by respondents (LWCD8, LWCD9, OL6) who do believe that learners are able to construct right and meaningful sentences. Other respondents (OL7, OL8) agree that learners rarely construct right and meaningful sentences. On the contrary, a respondent (LWCD10) is not sure whether they can construct right and meaningful sentences or not. In reference to views about learners ability to hold free conversation among peers and adults, respondents gave various views. Majority of respondents (Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7, LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, OL1, OL2, OL3, OL4, OL5, OL6) reveal that learners cannot hold free conversation among peers and adults. Other respondents (LWCD7, LWCD8, OL8, OL9) do agree that learners can hold free conversation among peers and adults. Other respondents (LWCD9, LWCD10) indicate that learners rarely hold free conversation among peers and adults.

### 4.3 Data analysis and interpretation on objective three

Object three was meant to assess the competence of Learners with Communication Disorders in the use of English Comprehension. The presentation of the findings on the objective is shown in Table 3.

**Table 3: Competence of Learners with Communication Disorders in English Comprehension**

No.	Factor	Responses
7.	Records more accurately	a. Unable (LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, LWCD8, OL1, OL2, OL3, OL4, OL5, OL6, OL7, Tr1, Tr2, Tr3, Tr4,Tr5, Tr6, Tr7) b. Able (LWCD10, OL8) c. No idea (LWCD9)
8.	Follow text or story more closely	a. Cannot (Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7, LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, OL1, OL2, OL3, OL4, OL5, OL6, OL7,OL8) b. Can (LWCD10, LWCD8) c. Not sure (LWCD9)
9.	Ability to complete the given assignments	a. Poor (OL1, OL2, OL3, OL4, OL5, OL6, OL7, OL8, Tr1, Tr2, Tr3 , Tr4, Tr5, Tr6, Tr7, LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7) b. Good (LWCD9, LWCD8) c. Not sure (LWCD10)
10.	Motivated to read in schools and for pleasure	a. Many Pictures (LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, OL1, OL2, OL3, OL4, OL5, Tr1, Tr2, Tr3, Tr4, LWCD10) b. Rewards/Tokens (Tr5, Tr6, Tr7, OL6, OL7, OL8) c. Not sure (LWCD8, LWCD9)

In reference to reading more accurately, respondents gave varying views. Most respondents (LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, LWCD8, OL1, OL2, OL3, OL4, OL5, OL6, OL7, Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7) reveal that learners are unable to read more accurately. Other respondents (LWCD10, OL8) believe that learners are able to read more accurately. Another respondent (LWCD9) has no idea whether, or not, they are able to read more accurately.

Pertaining following text or story more closely, responses varied. There are those respondents (Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7, LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6,

LWCD7, OL1, OL2, OL3, OL4, OL5, OL6, OL7, OL8) who believe that learners with Communication Disorders cannot follow text or story more closely. Other respondents (LWCD10, LWCD8) who do not agree that learners can follow text or story more closely. Another respondent (LWCD9) who is not sure whether, or not learners can follow story or text more closely. Data were also collected on ability to complete the given assignments. Many respondents (OL1, OL2, OL3, OL4, OL5, OL6, OL7, OL8, Tr1, Tr2, Tr3, Tr4, Tr5, Tr6, Tr7, LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, indicate that learners are poor in following text or story more closely. This is followed by respondents (LWCD9, LWCD8) who do agree that learners are good in completing the given assignments. Another respondent (LWCD10) is not sure whether learners are able to complete the given assignments. In regard to whether they are motivated to read in schools and for pleasure, most respondents (LWCD1, LWCD2, LWCD3, LWCD4, LWCD5, LWCD6, LWCD7, LWCD10, OL1, OL2, OL3, OL4, OL5, Tr1, Tr2, Tr3, Tr4) reveals that many pictures makes learners motivated to read in school and for pleasure. Other respondents (Tr5, Tr6, Tr7, OL6, OL7, OL8) indicates that rewards/tokens motivates learners to read in school and for pleasure. Other respondents (LWCD8, LWCD9) are not sure whether learners are motivated to read in school and for pleasure or not.

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

Chapter Five focuses on discussions, conclusions and recommendations on the study findings. These are based on the formulated study objectives.

#### 5.1 Discussions of the findings on objective one

Objective one sought to find out competence of Learners with Communication Disorders in English Grammar.

One of the findings is that most Learners with Communication Disorders in Aber Primary School are unable to tell new words in English. Another finding is that few learners can tell new words in English. Further finding reveals that majority of learners are not clear in phrases. Another finding indicates that few learners are clear in phrases. Other findings show that many learners are unable to combine two or more words in English. One finding reveals that few learners can combine two or more words in English.

Brice (2012) supports these findings that, Learners with Communication Disorders present many different symptoms like difficulty in following directions, problems in pronouncing words, failing to express ones 'self, problems in paying attention to a conversation, problem of stuttering or hoarse voice among others.

#### 5.2 Discussions of the results on objective two

Objective two was meant to establish the competence of Learners with Communication Disorders in Spoken English. One of the major finding reveals that Learners with Communication Disorders are poor in articulation of words. Another finding indicates that few learners are good in articulation of words. One respondent agrees that they are fair in articulation of words. The findings further reveal that majority of learners are unable to construct right and meaningful sentences. Other findings show that few learners are able to construct right and

meaningful sentences. Another finding shows that few respondents urge that learners rarely construct right and meaningful sentences.

Further findings indicate that majority of learners cannot hold free conversation among peers and adult. One of the finding reveals that learners can hold free conversation among peers and adults. Some few correspondents agree that learners rarely hold free conversation among peers and adults.

The findings concur with that of Achmad (2014) who is of the view that Learners with Communication Disorders find difficulty in auditory discrimination leading to limited competence in spoken English. This implies that their ability to hear specific sounds and words and to organise changes in tone and other nuances of spoken English is affected.

### **5.3 Discussions of the results on objective three**

Objective three sought to assess competence of Learners with Communication Disorders in English Comprehension. A finding indicates that most Learners with Communication Disorders are unable to read more accurately. Other findings reveal that few learners are able to read accurately.

Another finding indicates that majority of learners are unable to follow text or story more closely. Some few correspondents agree that learners can follow text or story more closely.

Further findings indicate that most learners are poor in completing the given assignments. Another finding reveals that few learners are good in completing assignments. One correspondent is not sure whether learners are poor or good in completing the given assignments. Another finding indicates that many pictures motivate learners to read in school and for pleasure. Similarly, another finding reveals that rewards or tokens motivate learners to read in school and for pleasure.

Gudu (2010) supports these findings as he argues that Learners with Communication Disorders have difficulty in their competence to comprehend English language as a result of decoding inefficiency. This means that learners have difficulties with interpretation of written or spoken language which affects their competence in English comprehension.

#### **5.4 Summary**

Chapter One addressed a number of aspects which included purpose of the study, background of study, where key issues that gave rise to the need for the study was discussed. Among other aspects in the study discussed included statement of the problem where specific gaps in the study were identified to justify the need for the study. The chapter also highlighted the specific study objectives/ research questions, study scope, sig

Significance, limitation and delimitation of the study.

Chapter Two dwelt on library research where, ideas generated from relevant authorities were found useful to provide tentative solution to the study problems under investigation.

In Chapter Three empirical research (involving hands on) was done, this help to reveal what the situation on the ground was regarding the problems affecting performance of Learners with Communication Disorders in English in Aber Primary School.

Data analysis and interpretation, as well as discussions, conclusions and recommendations are presented in Chapters Four and Five respectively.

#### **5.5 Conclusion on objective one**

Most Learners with Communication Disorders are not aware of vocabulary, not clear in phrases and cannot combine two or more words hence more teachings of the above mentioned by the teachers to the learners should be emphasized since the learners are educable.

#### **5.5 Conclusion on objective two**

Learners in Aber are not performing well in articulation of words, constructing right and meaningful sentences and holding free conversation among peers and adults, this results in poor Spoken English.

#### **5.6 Conclusion on objective three**

Most Learners with Communication Disorders are unable to read more accurately, cannot follow text or story more closely, poor in completing the given assignments, pictures and rewards or

tokens motivate them to read in school and for pleasure, this indicates that their English comprehension is not good which needs to be improved by teachers.

### **5.7 Recommendations**

Basing on the research findings and conclusions from the study, the researcher proposes the following recommendations for the improvement of performance in English by Learners with Communication Disorders in Aber Primary School.

1. To improve on learners' Grammar, teachers should improvise vocabulary tree, labeled nature corner with real objects, talking compound and flash cards which are later hanged upon the string in the classroom among others, these prompt incidental learning in learners.
2. Teachers should encourage learners to use English in school, teach both vowel and alphabetical letters that will enable them to use good vocabulary, good pronunciation, fluency in English and simple conversation should be given to learners to improve their Spoken English.
3. More comprehension stories full of pictures should be given to learners so that they are able read the story or text more closely, the given assignment should be marked and rewarded to encourage them to participate more in comprehending texts, charts with stories should be hanged on the classroom wall in order to prompt them in reading during their free time.
4. Policy makers should be informed of the need to implement requirements meant for facilitation of education of Learners with special needs in general and Learners with Communication Disorders specifically.
5. More scholars are encouraged to carry further studies on the same area.



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**APPENDIX I**

**INTRODUCTORY LETTER FOR DATA COLLECTION**

APPENDIX I  
INTRODUCTORY LETTER FOR DATA COLLECTION



**KYAMBOGO UNIVERSITY**

P. O. BOX 1, KAMPALA  
FACULTY OF SPECIAL NEEDS & REHABILITATION  
Tel: 0414-286237/285001/2 Fax: 0414-220464  
DEPARTMENT OF SPECIAL NEEDS STUDIES

15- January, 2018

The DEO/DIS/Head teacher/Teacher/Community/Opinion Leader/Church Leader

.....ABER PRIMARY SCHOOL.....

Dear Sir/Madam,

**RE: INTRODUCTION OF RESEARCH STUDENT ON DATA COLLECTION**

This is to introduce the bearer Rev/Dr/Sr/Mr/Mrs/Ms...ADONIS HASSIET.....  
Reg.No: 1614133019000105..... who is a bonafide student of Kyambogo  
University in the Faculty of Special Needs and Rehabilitation, Department of Special  
Needs Studies. As partial fulfillment of the requirement for the award of the  
Diploma/Degree, he/she is required to undertake a research on the approved area of  
study.

The purpose of this letter is to request you to allow him/her have access to information  
from your office, school or area of operation necessary for the study.

Kyambogo University will be grateful for any assistance rendered to the student.

Yours faithfully,

SHW  
Dr. Okwaput Stackus  
HEAD OF DEPARTMENT

OS/aj

**APPENDIX II: A LETTER TO THE HEADTEACHER ABER PRIMARY SCHOOL**

C/O KYAMBOGO UNIVERSITY,  
P.OBOX 1,  
KYAMBOGO UGANDA.

THE HEAD TEACHER,  
ABER PRIMARY SCHOOL,  
C/O BOX 30 LORO,  
OYAM UGANDA,  
29/ 3/ 2018.

RE: PERMISSION TO DO RESEARCH IN YOUR SCHOOL

I am a student at the above named institution currently carrying out a study. The research work requires that I work with children and teachers in a Primary School. I have already got a go ahead from the head of department of Special Needs to work in your school.

I am therefore seeking your permission to allow me work with you and the above persons as participants for the study. As the study does not embrace the whole school population, I wish to work with P.6 English teacher(s), a sample of P.6 Learners With Communication Disorders and P.6 Ordinary Learners. I wish to assure you that any findings or outcomes of the study will be treated with outmost confidentiality. Reports shall be made anonymously.

Looking forward to the best of your co-operation I remain,  
Yours sincerely,  
Harriet Adong



APPENDIX III

**CATEGORY A: INTERVIEW GUIDE FOR TEACHERS**

**A. Competence of Learners with Communication Disorders in English Grammar in Schools.**

1. Are Learners with Communication Disorders able to tell new words in English?

---

---

2. How clear are they in their phrases?

---

---

3. Are they able to combine two or more words to make a sentence?

---

---

**B. Competence of Learners with Communication Disorders in Spoken English in Schools**

4. What is your view about their articulation of words?

---

---

5. What do you say about the way they construct right and meaningful sentences?

---

---

6. What is their ability to hold free conversation among peers and adult?

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---

**C. Competence of Learners with Communication Disorders in English Comprehension in Schools**

7. What is your view about these learners ability to read accurately?

---

---

8. What do you say about these learners ability to follow a text or story correctly?

---

---

9. What is your views about Learners ability to complete the given assignments?

---

---

10. In what ways do you see learners motivate to read on their own either for enjoyment or for learning?

---

---

Thank you very much for participating in this interview, God bless you.

**APPENDIX IV**

**CATEGORY A: INTERVIEW GUIDE FOR LEARNERS WITH COMMUNICATION DISORDERS.**

**A: Competence of Learners with Communication Disorders in English Grammar in Schools.**

1. Are you able to tell new words in English?

---

---

2. How clear are you in the use of phrases?

---

---

3. Are you able to combine two or more words to make a sentence?

---

---

**B. Competence of Learners with Communication Disorders in Spoken English in Schools.**

4. What is your view about articulation of words?

---

---

5. What do you say about the way they construct right and meaningful sentences?

---

---

6. What is their ability to hold free conversation among peers and adults?

---

---

**C. Competence of Learners with Communication Disorders in English Comprehension in Schools.**

7. What is your view about these learners ability to read accurately?

---

---

8. What do you say about these learners ability to follow a text or story correctly?

---

---

9. What is your view about learners' ability to complete the given assignments?

---

---

10. In what ways do you see learners motivate to read on their own either for enjoyment or for learning?

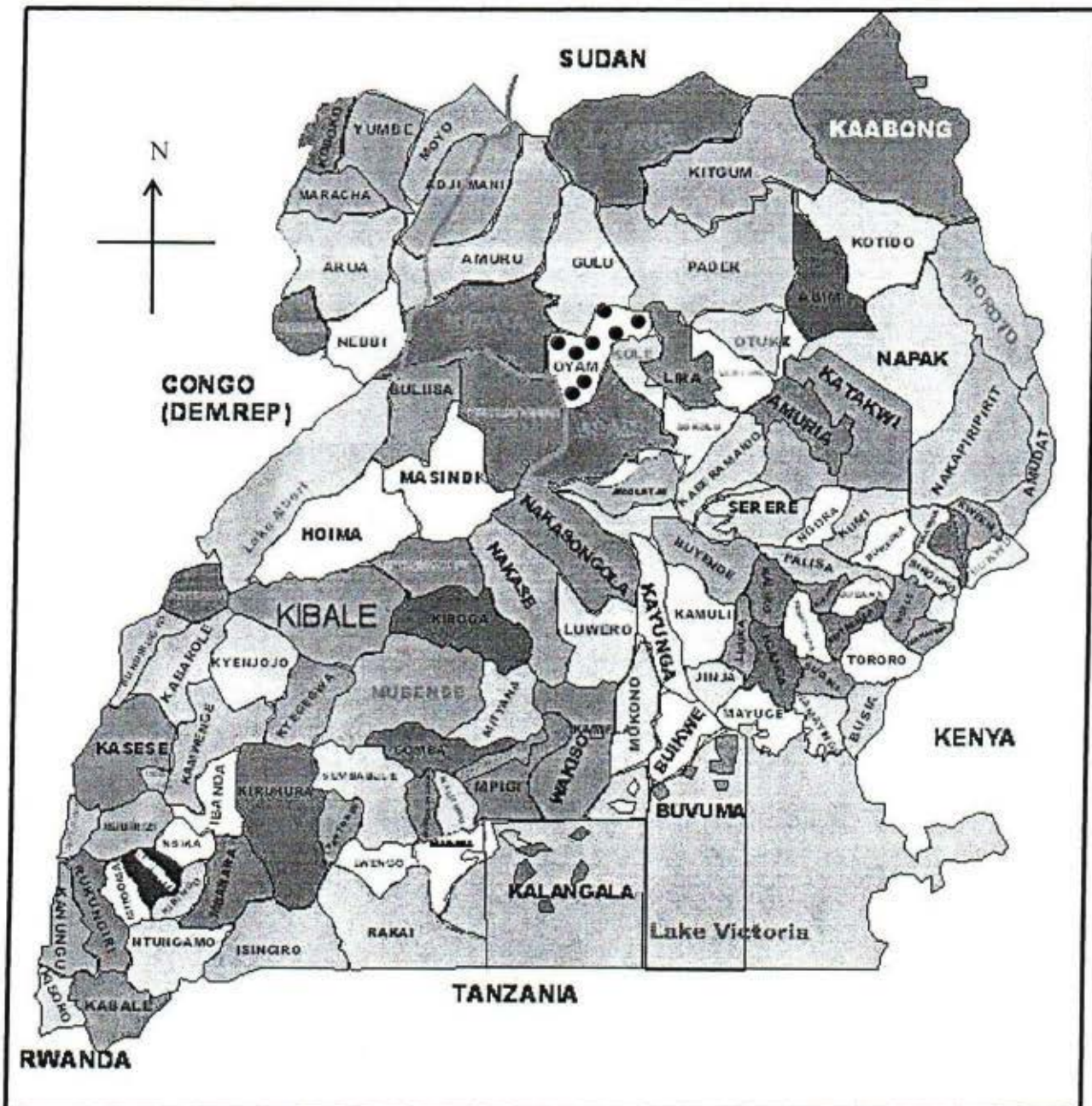
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Thank you very much for participating in this interview, God bless you.

APPENDIX V

MAP OF UGANDA SHOWING DISTRICT OF STUDY



Source: Google map data 2018

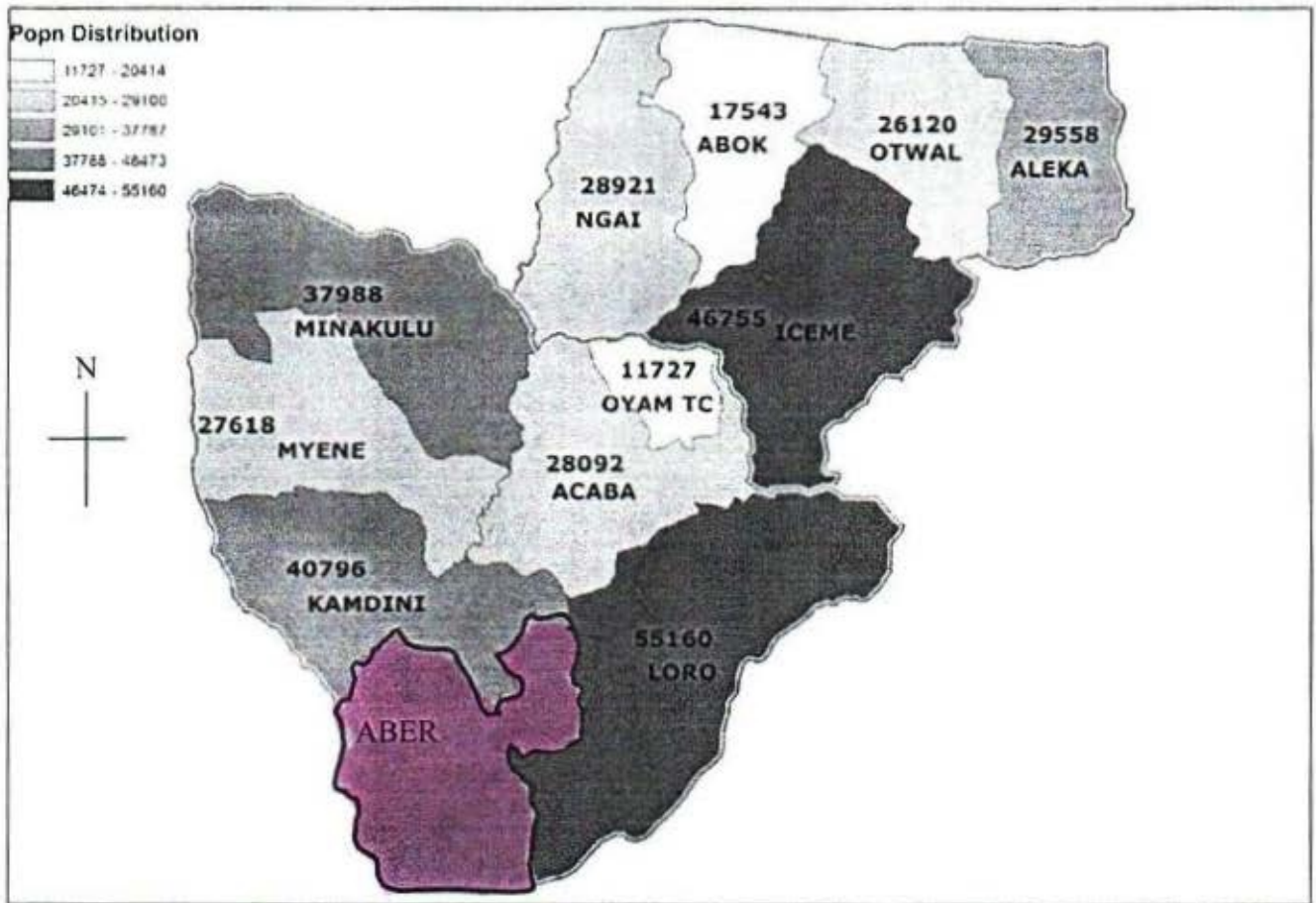
KEY



OYAM DISTRICT

APPENDIX VI

MAP OF OYAM DISTRICT SHOWING AREA OF STUDY



Source: Google map data 2018

**KEY**



Area of study