

Influence of Language Difficulties on Learners' Performance in Class Activities and Strategies Teachers Use To Improve Learners' Performance in Inclusive Primary Schools in Mumoni Sub-County, Kitui County

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ABSTRACT

Academic excellence is the aim of all learners in inclusive primary schools. However, language disorders in primary school children negatively affect their performance in class activities. This research sought to investigate language disorders and learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-county, Kitui County, Kenya. The objective for the research was to assess how language difficulties influence learners' performance in class activities and to determine strategies teachers use to improve learners' performance. The study was guided by the Liberal Theory of Equal opportunity which was propounded by Bryman. The dependent variables were the language disorders and the independent variables were learner's performance in class activities. The study incorporated descriptive study design. The entire population of 46 teachers in Mumoni Sub-county in Kitui County participated. Two teachers were purposively sampled from 23 primary schools in Mumoni Sub County. Twenty six learners for in-depth interviews were sampled from PP2, grade 2 and 3. Using a structured questionnaire, the study found that learners with language difficulties have low performance in class activities which resulted to low self-esteem. Teachers give support to learners with language disorders however they lacked in-service training on speech and language pathology. TSC should supply more trained teachers and conduct in-service training for teachers to enhance communication skills to the learners with communication difficulties.

Keywords: Language difficulties, performance, class activities, improvement strategies

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I. INTRODUCTION

A language disorder is a significant impairment in the comprehension and or use of language. It affect any of the five language domains which are form, content and function of language in spoken written and other symbol system according to (ASHA, 2015). Learners with language disorders often face challenges of understanding a language and communication challenges (Calder *et al.*, 2022). Both receptive and expressive language disorders influence learners' performance in an inclusive learning setup to a great extent. As Parkinson B. (2021) pointed out, those learners with receptive language disorders often face challenges in understanding the words they read and hear. It is highlighted by Roseberry & O'Hanlon, (2018) that teachers must therefore have the right strategies to teach those learners with language difficulties and significantly enhance their participation in class activities within a learning environment. Further, it was highlighted that the adopted strategies need to be different from those strategies used for mainstream learners to achieve increased participation in the learning process. According to observation made by Mendy *et al.*, (2018), developing the right communication skills for all pupils, especially in inclusive learning environments in primary schools may be difficult, especially when teachers fail to implement the right strategies geared toward improving the learning process.

In Russia, teachers get to interact with learners with language disorders on a one-on-one basis to improve their performance in schools (Sun & Wallach, 2018). This has easily been achieved because a class has an average of 10 pupils. Education providers have the mandate of putting in place various measures and policies that can see those learners with communication disorders be able to communicate effectively within the learning environment. This can be achieved when teachers put much room for flexibility and variation in content, activities, classroom organization and teaching period. Learners with special needs, more so communication disorders, need ample time to concentrate on relevant tasks resulting in them completing the compulsory education cycle. In Bosnia, teacher trainees are taken through advanced preparations to handle any child with

communication disorders in inclusive settings, irrespective of their diverse and peculiar needs (De Bortoli, 2018).

In the Middle East, substantial studies have been done in relation to assessing the influence of language disorders on learners' academic performance in inclusive primary and secondary schools. Arora, (2018) highlighted from her study that, persistent language and communication difficulties among learners in low-level learning institutions expose them to multiple developmental difficulties affecting their academic performance levels. Compared to other learners, in an inclusive learning environment, learners with language and communication disorders are characterized by low self-esteem and inactive participation in class and other school activities, as pointed out by Sambu *et al.* (2018). It was further highlighted by Juma, (2018) that learners with language disorders have a greater risk than typically developed learners, more so when it comes to addressing matters of peer problems, self-confidence and emotional difficulties.

It is essential to consider inclusive education as learners are born with different potentials and abilities that need to be covered in the same class environment and same teachers' instructions (UNESCO, 2016). Enhancement of the learner's performance is founded in the principle of inclusion as well as the diverse needs of all the learners to be met in an inclusive classroom. According to the United Nations Standard Rule on Equalization of Opportunities for learners with disabilities, it was affirmed that, those learners having language difficulties need to be given the right education in an inclusive and interactive learning setting. In Birmingham, Owens (2018), identified that, the participation of learners with a language disorder in an inclusive learning process influences their academic performance.

In Nigeria, Aremu *et al.*, (2018) determined that achieving effectiveness in the learning process among learners with communication disorders translate to improved academic performance. In essence, Jumba *et al.*, (2019) determined that teachers' use of different teaching strategies impact learners' performance levels irrespective of their age and learning environment. The Zambian government has made many efforts to enhance learners' improved performance, more so in inclusive and interactive education programmers. According to Norbury (2018), the national government of Zambia has passed special legislation on education by formulating policies and laws which paved the way for the current practices on the best ways of handling those learners with language disorders. The documented education policy in 1996 by the Ministry of General Education in Zambia specified the need for integrated and adaptive education for all learners with language disorders to meet their curriculum needs (MOE, 2018). On the other hand, it was established in Kampala by Kormos &Kontra, (2018) that the general education statistic given out by the Ugandan government is that the highest number of learners who have disabilities in classrooms in Kampala suffer from language disorders. It may be an assumption that all teachers can understand the concept of achieving improved performance in academic activities among those learners with language disorders.

Language disorder is a widespread lifelong challenge affecting learner performance in Kenyan primary schools. Otieno, (2019) determined that those learners in primary schools in Kisumu East Sub-county are affected by their emotional and social well-being, behavior and cognition. This is highly associated with low academic achievement in an inclusive learning environment. Besides, it has been observed from a comparison-based study that, the performance of learners with language disorders in primary school is mainly affected than those learners in Kenyan secondary schools. Njoroge &Nyabuto (2020) post that, learners with language disorders make it challenging to produce speech sounds without identifiable reasons. This may influence learners' academic performance in inclusive primary schools in Meru County. Also, language disorders poses challenge in academic performance (Otieno, 2019).While Kenya appreciated inclusive education and embraced EFA goals according to Dakar Framework of Action (2000), the main challenge facing its implementation has been ineffective teacher preparation to manage pupils with learning disabilities and inadequate curriculum support materials (UWEZO, 2012).

Mwandikwa T.M, (2010) did a study on Trend Analysis of Academic Achievement among Primary School Pupils in Mumoni. The Study affirms that Mumoni Sub-County has remained a victim of a continued low performance for the last few years in Kitui County. According to the empirical study, in the year 2019, only 131 pupils managed to get over 250 marks out of 500 marks. This Sub -county has also remained last in academics for the last three years among inclusive primary schools in the whole of Kitui County. This raises the great concern on what the community and stakeholders can do to increase the learners performance in class activities and more so in inclusive primary schools in Mumoni sub-county. Therefore, there is limited scholarly study on language disorders and learners' performance in class activities, hence the current study is important.

Achieving academic excellence is the aim of all learners in inclusive primary schools. However, language disorders in primary school children negatively affect learner's performance in class activities to a great extent. There is a significant correlation between language disorders and learners' performance in learning institutions. Learners with both expressive and receptive language disorders tend to earn low grades in their academic and class activities. Most learners are most likely to fail in their assessments, and others drop out of school compared to other typical learners. Challenges in language disorders make it difficult for pupils in public

inclusive primary schools to socialize, interact with others, and participate actively in class. In Germany, learners with language disorders enjoy various teaching strategies which are learner centered. This is easy since learners are few in a class where the teacher is able to give them enough time and opportunity to complete task. They also have SLPs in their classroom setting who provide speech therapy to them. Other learners enjoy the assistance of shadow teachers, which is different in Kenya. This translates to high academic excellence and full participation in class activities. However, in Kenya, 80 percent of learners with expressive language disorders take more than the required time to complete their primary school education.

This has led to school dropouts due to constant lower grades and low self-esteem making the transition to secondary school at two percent. Therefore, there is little empirical information on language disorders and learners performance in class activities in inclusive primary schools in Kenya, in relation to: prevalence of learners with language difficulties, how the language difficulties influence learners' performance in class activities and the strategies teachers use to improve performance in class activities. Therefore, this study intended to fill this gap by investigating the dynamics behind language disorders and learners performance in class activities in selected inclusive primary schools in Mumoni Sub-county Kitui County and suggest teaching techniques that can lead to improved learners performance.

II. MATERIALS AND METHODS

2.0 Research Design

The study adopted a mixed method research approach and a descriptive study design. This design was suitable for this study for it seeks explanation for correct existing condition without manipulating any variables (Creswell, 2015). The current phenomena was language disorders. A descriptive research design allowed in-depth investigation of the problem at hand so as to understand the situation (Kombo & Tromp 2011). This study used interview guides and questionnaire schedules for data collection (Denzin & Lincoln 2019).

2.1 Data Collection Procedure

Data collection was done through questionnaires and interview schedules. The researcher visited the primary schools to make arrangements on the appropriate date for interview with the learners, while the questionnaires were issued and collected within 1 month after administration. On the interview day, permission was sought from the director Mumoni sub-County and the school head teachers. For the young learners, probing and interpretation was done where possible to ensure they understand the question and provide appropriate responses.

2.2 Location of the Study

The study was carried out in selected inclusive primary schools in Mumoni sub-county, Kitui County, Kenya. Mumoni Sub County is located along Mwing-Kyuso-Tseikuru road, approximately 63 km from Mwingi town along A83 road. Mumoni Sub County has a total of 23 inclusive primary schools. From the empirical data, Mumoni Sub-county had the highest number of learners with language disorder than other Sub- county in Kitui County hence making the study location suitable to achieve the desired outcome.

2.3 Dependent Variable for the Study

The dependent variable for the study was learners' performance in class activities. The indicators were learners' active participation in class activities, collaboration and teamwork which increase the learners' performance in class activities. Failure to have them, the performance of learners is likely to go down.

2.4 Independent Variables for the Study

The independent variables for the study included: Prevalence of learners with Language disorders, impact of Language difficulties on learners' class performance and Strategies used by teachers to achieve improved learners performance in class activities. The expressive and receptive language difficulties had a negative impact on learners' performance in class activities. However, teachers' use of differentiated method and support for learners with language difficulties increased their class activities performance.

2.5 Intervening Study Variables

Specialized educational support, Classroom environment and Parental involvement. However important these variables are in enhancing learners' class performance, they were not considered in this study.

2.6 Ethical Consideration

The researcher sought an introductory letter from the Dean graduate school (KU) after the approval of the proposal by graduate school board. The researcher obtained permit from National commission of science and technology to enable data collection. The researcher sought permission from the Mumoni Sub-County Director

to be allowed to go to school. The researcher further sought permission from head of the institution.

Participants were informed that they would participate in the study voluntarily and would be free to withdraw anytime they wished. They were also requested to sign consent forms as a sign of free participation. The researcher assured the respondents that their identity would be fully protected. No identifiers or personal information such as names, school, was collected. In doing so, the questionnaires were serialized for ease of issuance and collection. Consent was sought from respective heads of institutions before interviewing the young learners. The researcher put into consideration the use of appropriate language. The language used was either local language, Kiswahili or English. Dressing code and respect of one's culture was considered during the research.

2.7 Data Analysis and Presentation

The researcher edited the data collected from the field to make sure there was no error. The study collected both qualitative and quantitative data. In analyzing the quantitative data, descriptive statistics was employed. The descriptive statistics were significant in providing a highlight of the study variables. Quantitative data was coded and entered into the computer for analysis using Statistical Package for Social Science (SPSS) version 26.0. Quantitative data was analysed using descriptive statistics such as Percentages and frequencies and presented in graphs and tables. Qualitative data from open headed section of the questionnaires and interview guides was summarised in themes and written in narrative form (Braun & Clarke, 2016).

III. RESULTS AND DISCUSSION

3.0 Introduction

This section presents the results and discussion of data based on the analysis of the data collected from the field. The objective was to determine how language difficulties influence learners' performance and find out the strategies used by teachers to enhance learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-county, Kitui County.

3.1 General and Demographic Information

Gender disparity was observed in favor of females. The responses are shown in figure 1 below.

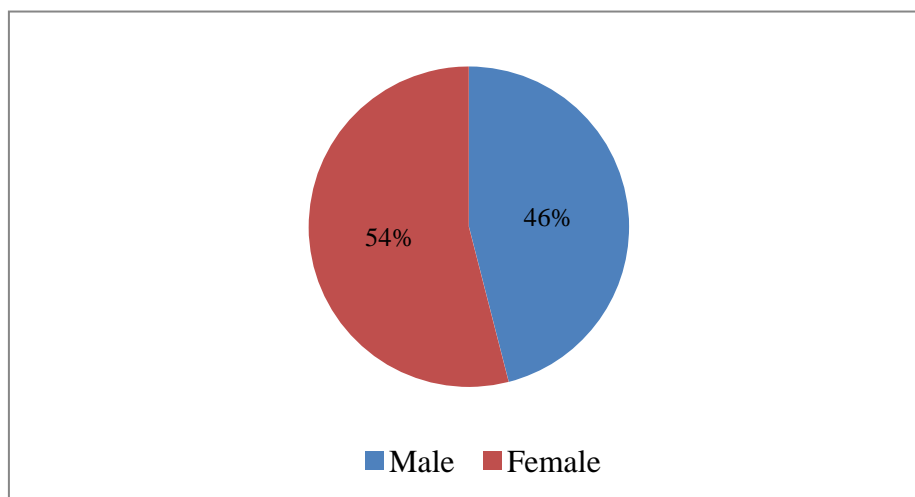


Figure 1: Gender representation of the respondents

Figure 1 shows that slightly half of the respondents were female 19(54%) while males comprised of 16(46%). This figure indicated that both male and female were fairly represented. Although the female respondent comprised of the majority of the respondent, gender disparity did not have any significant implication to the study.

3.2 Age Bracket of the Respondent

Table 1 below records the Age bracket of the respondent

Table 1: Ages of the respondents

Age	Frequency	Percentage
Below 25 years	0	0.0%
26-30 years	5	14.29
31-35 years	7	20.0
36-40 years	9	25.71
Above 40 years	14	40.0
Total	35	100

According to table 1 above, the great percentage of the respondent 14 of them were over 40 years representing (40%), nearly quarter of the respondent 25.71% were between 36 and 40 years, a quarter of the them 20% were between 31 and 35 years and the limited respondents represented 14% were between 26 and 30 years. The findings showed that the survey respondent were of varies ages. The age diversity according to Kuuze, Boehm & Bruch (2011) all together influence the work execution and the general exhibition of the institution. However, the young teachers were limited which denied the school the contribution of the newly employed teachers who are likely to have computer skills. This information posed a challenge of the need for continuing teacher recruitment.

3.3 Work experience of the respondent

The table 2 shows the work experience in years of the respondents

Table 2: Work experience

Work experience	Frequencies	Percentage
0-5 years	4	11.40
6- 10 years	5	14.30
11-15	7	20.00
16-20 years	8	22.90
More than 15 years	11	31.40
Total	35	100

According to table 4 above, the huge percentage of the respondent had work experience above 15 years (31.40%). This shows they have a better work experience to provide the correct information that the researcher wanted, between 16 and 20 years work experience were at 22.90%, quarter of the respondents (20%) were between 11 and 15 years of working experience and the teachers with the limited work experience were those who have worked between 6 and 10 years which was at 14.3% and the lowest percentage was those with 0-5 years of working experience at 11.4%. The findings show that the majority of teachers who filled in the questionnaires had the required work expertise. Mogashi and Chang's (2010) research in secondary schools, they noted that work experience is a great factor in providing the expertise in work environment.

3.4 Education background

The table 3 below is a representation of the educational background of the respondent.

Table 3: Educational background

Level of Level of education	Frequencies	Percentages
Masters	3	8.6
Degree	19	54.3
Diploma	8	22.8
Certificate	5	14.3

Any other	0	0.0
Total	35	100

The table 5 above, showed that the majority of the respondents comprising of 19 (54.3%) had a degree, nearly quarter of them amounting to 8 (22.8%) a diploma, 5 respondent who represented 14.3% passed a certificate while less than half comprising of 3(8.6%) with master's degree. This indicates that the respondent had the essential education to provide the necessary information that the researcher was looking for. According to Kasila (2015), the higher education and skills of a scholar, the great positive impact on management in any firm.

3.5 Influence of Language Difficulties on Learners' Performance in Class Activities

To address this, the respondents were exposed to the ten statements in which they were expected to give responses levels on Likert scale ranging from Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The mean response was computed. The teachers' level of agreement on the prevalence of learners with language disorders is presented in the Tables 4 below.

Table 4: Influence of language difficulties on learners' performance in class activities

Statement	SA	A	N	D	SD
	F (%)	F (%)	F (%)	F (%)	F (%)
The learner with LD struggles to read age-appropriate tasks independently.	18(51)	9(25.6)	5(14.3)	3(8.6)	0(0%)
The learner's reading speed is noticeably slower than their peers.	19(54.2)	9(25.6)	7(20)	0(0)	0(0%)
The learner's reading challenges make it difficult for them to complete assigned reading tasks	13(37.1)	11(31.4)	7(20)	4(11.4)	0(0%)
The learner's reading difficulties impact their overall class performance.	23(62.9)	9(25.6)	3(8.6)	0(0)	0(0%)
The learner's peers sometimes need to assist them with reading-related tasks.	17(48.6)	11(31.4)	5(14.6)	2(5.8)	0(0%)
Many of my learners' struggle with spelling and basic writing mechanics.	16(45)	11(31.4)	5(14.3)	3(8.6)	0(0%)
Learners frequently have difficulty with structuring with their written work (e.g., organizing paragraphs, using appropriate headings).	15(42.9)	9(25.6)	7(20.0)	3(8.6)	1(2.9)
Learners with language difficulties frequently hesitate or become anxious when asked to speak in front of the class.	11(31.1)	10(28.6)	7(20.0)	6(17.1)	1(2.9)
Learners with LD often find it challenging to generate ideas and content when writing class tasks.	18(51.4)	7(20)	5(14.3)	3(8.6)	2(5.8)
Learners with language disorders struggle with writing activities.	15(42.9)	10(28.6)	8(22.7)	2(5.8)	0(0.0)

The table 4 above shows that nearly half of the respondents strongly agree 18 (51%) that learners with LD struggles to read age-appropriate tasks independently, 9 (25.6 %) agree, 5(14.3%) neutral, 3 (8.6%) disagree and none of the teachers strongly disagreed. Slightly above half of the teachers 19(54.2%) strongly agree that the learner's reading speed is noticeably slower than their peers, with quarter 9(25.6%) agree, 7(20%) neutral and none disagree or strongly disagree. The learners reading speed make them difficult to complete task. Nearly quarter of the respondent 13 (37.1%) of teachers strongly agree that learners' reading challenges make it difficult for them to complete assigned reading tasks with 11(31.4%) agree, 7(20%) remained neutral 4 (11.4%) of the teachers disagreed. This was in line with Karen B., Velerie S, (2021) who confirmed that children with developmental language disorders have reading, attention and learning challenges.

Nearly three quarters of the teachers 23 (62.9%) strongly agreed that the learners' reading difficulties impact their overall class performance with 9(25.6%) agree, 3(8.6%) neutral while none of the teachers disagree or disagreed strongly. This was supported by ASHA,(2011) said that Children with communication disorders frequently perform poorly in academic level, struggle with reading, have difficulty understanding and have difficulty with tests. Nearly half of the respondent 16 (45%) strongly agreed that Many of my learners' struggle with spelling and basic writing mechanics, 11 (31.4%) agree, 5(14.3) neutral, 3(8.6%) and none of the teachers disagreed strongly. About half of the learners 15(42.1%) strongly agree that learners

frequently have difficulty with structuring with their written work (e.g., organizing paragraphs, using appropriate headings). 9(25.6) agree, 7(20%) were neutral, 3(8.6%) disagreed and 1(2.9%) disagreed strongly. Slightly above half of the respondent 18 (51.4%) strongly agreed that learners with LD often find it challenging to generate ideas and content when writing class tasks. About quarter of the respondent 7 (20%) agreed, 5(14.3%) neutral, 3(8.6%) strongly disagreed. Maria F. (2021) said that children with DLD influence social economic and academic variables of children in class.

From one on one interview with head teachers showed that nearly three quarters of them confirmed that learners with language difficulties perform poorly in class task. They need more time to accomplish class task, many have reading, writing and social challenges. One head teacher said that their class performance significantly lower compared to typical learners. This view was also supported by Muhindi. A.K (2013) that communication difficulties effect child dropout and academic performance. In addition, it was reviewed that the government did not allocate any extra monies to inclusive schools so head teachers had to go extra miles so as to provide the required material needed.

The one- on -one interview with learners it was indicated that teachers used the available resources to support learners with of language difficulties to achieve better performance in class activities. This was due to the view that learners responded that those of them with communication difficulties experienced fear, anxiety, stigma in class, spelling challenges others could not read or write age appropriate task.

3.6 Strategies used by Teachers to Enhance Learners' Performance in Class Activities

To assess the strategies used by teachers to enhance learners' performance in class activities the respondents were required to either strongly agree, agree, Neutral, disagree or strongly disagree with the ten statements are provided in Table 5 below.

Table 5: Strategies used by Teachers to Enhance Learners' Performance in Class Activities

Statement	SA	A	N	D	SD
	F (%)	F (%)	F (%)	F (%)	F (%)
I frequently adapt my teaching methods to meet the diverse learning needs of my students	21(60)	5(14.3)	4(11.4)	3(8.6)	2(5.8)
I use a variety of instructional materials to address different learning styles in my classroom.	17(48.6)	7(20)	6(17.1)	4(11.4)	1(2.9)
Differentiated instruction has a positive impact on my students' class task performance	15(42.9)	13(37.1)	5(14.3)	7(20)	0(0)
Differentiated instruction helps address individual learning needs and learning disabilities in my classroom.	17(48.6)	9(25.6)	7(20)	2(5.8)	0(0)
Differentiated instruction improves overall class activities performance and motivation.	21(60)	9(25.7)	4(11.4)	1(2.9)	0(0)
Teachers encourage collaborative learning and group activities in my classroom with learners with language disorders.	12(34.1)	11(31.4)	8(22.8)	3(8.6)	1(2.9)
Teachers provide opportunities for peer support and peer teaching during class activities.	19(54.2)	7(20)	3(8.6)	4(11.4)	2(5.8)
Teachers believe that involving learners in the learning process positively impacts class task performance.	18(51.4)	6(17.1)	5(14.3)	4(11.4)	2(5.8)
I offer additional support to struggling learners including one-on-one assistance.	22(60)	9(25.6)	2(5.8)	2(5.8)	1(2.9)
Collaboration and support strategies effectively address individual learning needs and learning disabilities in my classroom.	17(48.6)	7(20)	5(14.3)	4(11.4)	2(5.8)

The table 5 above showed that 21(60%) of teachers strongly agree that they frequently adapt their teaching methods to meet the diverse learning needs of my learners with 5(14.3 %) agree, 4(11.4 %) neutral , 3(8.6%) disagree and 2(5.8%) disagree. Also, it showed that 17(48.6 %) strongly agree, 7(20%) disagree, 6(17.1%) disagree and 3(2.9%) strongly disagree that teachers use a variety of instructional materials to address different learning styles in my classroom.

Slightly above -half of the respondent reviewed that teachers provide opportunities for peer support and peer teaching during class activities which was supported by Muhindi, A.K (2013) who said that teachers who foster a sense of communism create better academic performance. Slightly above -half of the 18(54.2%) strongly agreed that teachers provide opportunities for peer support and peer teaching during class activities with

quarter 7(20%), and below quarter representing 4(11.4%) neutral, 3(8.6%) disagree and 2(5.8%) disagree strongly. This showed that teachers support to peer teaching greatly helped learners as Paul K.M. teachers' use of different strategies to supply pupils' learning. About three quarters of the respondent 21 (60%) of teachers strongly agree that differentiated instruction improves overall class activities performance and motivation of learners with language disorders with 9(25.6%) agree, 4(11.4%) neutral, and 1(2.9%) disagree and none of teachers disagreed strongly. Nearly half of teachers 17(48.6%) of teachers strongly agree that collaboration and support strategies effectively address individual learning needs and learning disabilities in my classroom. This was supported by Elise P., (2023) who said that strategies used to support learners with language disorders include. Positive reinforcement, clear and short instruction. Probing question and peer support. However, 7(20%) agree, 5(14.3) neutral, 4(11.4%) disagree and 2(5.8%) disagree strongly.

During the interview, the head teachers suggested that adequate resources are needed to provide in-service training for the teachers supported by majority of the respondents. In addition, the head teachers - said the resources where not adequate for collaboration strategies so they do not collaborate with other professionals such as speech therapy, special need teachers and guidance and counseling officers to enhance increased support to class activities. This was supported by the majority of respondent. The head teachers also suggested the important of advocacy to create awareness on collaboration which was supported by many respondents and the need to be given financial support so as to implement collaboration strategies.

The oral interview with learners, confirmed that some teachers use group work, divide task in to manageable task and give them extra work. However, quarter of the learners said that there were no specialized strategies used by teacher as all of them are taught the same. When asked if the class learning resources were adequate and available to support learners with learning difficulties. Three quarters of the learners said their class has relatively few books, pencils, manila papers and ration was 1:5. However, quarter of the learners confirmed that their school had enough resources which were available. This indicated that the schools did not fully support learners in inclusive primary schools. In addition, learners confirmed that majority of teachers did not support peer teaching as they said they were making noise and wasted a lot of time.

IV. CONCLUSION AND RECOMMENDATION

4.0 Conclusion

The teachers said that learners with language difficulties were slow in accomplishing class task, have anxiety and fear while other learners experienced a lot of low self-esteem. All these effects influence negatively their class performance in any task they were given. They score poorly in class task; some did not finish their task at the required time. The teachers noted that learners with language difficulties struggle to read age appropriate task and have reading challenges. The learners admitted that their teachers provided support to learners with language difficulties. However, many of them perform poorly in the class activities.

Teachers support learners with language difficulties by dividing task to manageable task level. Others practice peer teaching and group activities. They repeat activities and oral questions for the students, use collaboration and support strategies. Teachers also offer additional support to struggling learners including one-on-one teaching. They also use a variety of instructional materials to address different learning styles in classroom, use differentiated instruction and collaboration and support strategies.

4.1 Recommendations

- The government should provide more resources to inclusive primary schools to help them in out sourcing speech and language therapies, occupational therapies so as to assist learners with delayed learning disability.
- Ministry of education should put policies in place to ensure proper support of learners with language disorders in inclusive schools. Government official should make regular visitation and monitoring of such inclusive schools.
- In-service training should be conducted by the Teachers Service Commission to ensure all teachers in inclusive primary school have enough skills and use appropriate strategies in helping learners with communication difficulties.
- The Kenya Institute of Curriculum Development should make adjustments to the Curriculum to accommodate learners with language disorders in inclusive schools.
- Public awareness campaign should be done to create awareness on the important of special needs school especially for the learners with severe communication difficulties since there were learners with severe ASD in inclusive schools where there were inadequate qualified professionals.

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CONFLICT OF INTEREST

This work was conducted with the knowledge of the authors and no organization made any contradiction on the findings of the research. There was no conflicting opinion on the publication of this research.

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