

**Systemic support strategies for learners with language disorders in
multilingual contexts**

by

Nettie Nobukosi Ndou

Student No. U18093052

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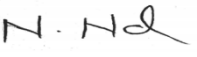
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Supervisor: Prof Funke Omidire

July 2021

Declaration of Originality

I, Nettie Nobukosi Ndou, declare that the thesis, which I hereby submit for the PhD in Educational Psychology, Faculty of education at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

Signature:  Date: July 2021

Dedication

This thesis is dedicated to my beloved family and friends.

Acknowledgements

To God the almighty, I give you glory and honour

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Ethical Clearance Certificate



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INVESTIGATOR

Ms Nettie N. Ndou

DEPARTMENT

Educational Psychology

APPROVAL TO COMMENCE STUDY

21 February 2019

DATE OF CLEARANCE CERTIFICATE

13 November 2020

CHAIRPERSON OF ETHICS COMMITTEE: Prof Funke Omidire

A handwritten signature in black ink, appearing to be 'F. Omidire', written over a horizontal line.

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Ms Bronwynne Swarts
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Anna M de Wet

BA (Afrikaans, English, Classical Languages) (Cum Laude), University of Pretoria.
BA Hons ((Latin) (Cum Laude), University of Pretoria.
BA Hons (Psychology), University of Pretoria.

Abstract

Language disorders (LDs) are difficulties in the acquisition and use of language due to deficits in the comprehension or production of vocabulary, sentence structure, and discourse. These deficits can exist in spoken as well as written communication and even sign language. Research has shown that a learner with a LD acquires L2 more slowly and might have severe challenges in reading or even writing using his/her L1. South Africa and Zimbabwe are multilingual societies where learners from diverse linguistic backgrounds often converge in a single classroom. English (L2) is the medium of instruction (MoI) in most schools. This study sought to examine systemic support strategies for learners with LDs in multilingual contexts. Krashen's second language development, Vygotsky's sociocultural and language development theory and Bronfenbrenner's ecological theory guided this study. The research was based on qualitative multiple case study in Zimbabwe and South Africa, influenced by the interpretive philosophy. Participants included learners (47), teachers (5), an educational psychologist (1), speech-language therapists (2) and a remedial therapist (1). The data generating activities included semi-structured interviews, focus group discussions and classroom observations. Research ethics were observed to ensure participants voluntarily agreed to participate in the study without suffering any harm. The study established that collaboration among professionals such as teachers, Speech Language therapists, Remedial therapists and Educational Psychologists was essential to meet the needs of the learners. The findings revealed that the support strategies employed include remedial lessons, group work and giving learners more reading books to enhance learner's vocabulary and narrative skills. However, challenges in implementing these strategies have blurred the effectiveness of the support services. Limited collaboration among professionals in supporting affected learners, teachers' limited expertise in assisting the learners, absence of Speech Language therapists in District Based Support Teams, were some of the challenges identified. A framework for the collaborative support of learners with language disorders which adopts the ecology of inclusive education is recommended.

Keywords: Language disorders, systemic support, second language acquisition, multilingualism in education

List of Acronyms

APA	American Psychiatric Society
LD	Language Disorders
DLD	Developmental Language Disorder
DSM-5	Diagnostic and Statistical Manual of Mental Disorders
IASLT	Irish Association of Speech and Language Therapists
IE	Inclusive Education
L1	First Language
L2	Second Language
NBSS	National Behaviour Support Service
OECD	Organisation for Economic Co-operation and Development
Mol	Media of Instruction
RCSLT	Royal College of Speech and Language Therapists
SCT	Socio-Cultural Theory
SNE	Special Needs Instruction
SLCN	Speech, Language and Communication Needs
ZPD	Zone of Proximal Development

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CHAPTER 1: FOCUS AND SCOPE OF THE STUDY

1.1 INTRODUCTION

According to Conti-Ramsden et al. (2014), children learn and develop through interaction with others and language plays a key role in these interactions. During adolescence, language development requires understanding and use of increasingly complex vocabulary, figurative language such as idioms and double meanings and more complex sentence structures (Joffe et al., 2019). Typically developing adolescent learners find it easier to acquire various language skills. However, adolescent learners with language disorders have challenges acquiring language skills (Ossai&Uzoegwu, 2019). Akabogu (2018) define language disorders as significant impairment in using and understanding the written or spoken language persisting into adolescence and beyond. Learners with language disorders have deficits in language comprehension and production in both first language (L1) and second language (L2), hence, such learners struggle to communicate in first and second language (Gillespie, 2015).

On the other hand, most secondary schools in Africa use English, the second language as the medium of instruction (Ossai&Uzoegwu, 2019). According to Cummins (2012), language in education plays a key role in effective teaching and learning worldwide. Learner and teacher proficiency in the medium of instruction largely determines academic success.” However, since learners with language disorders struggle to communicate in their first language, the use of the second language as the medium of instruction worsens communication challenges facing the learners. As with other learning difficulties, students ... experience many academic, social, emotional and behavioural problems. Associated presenting behaviours may however be masking the primary language impairment. As a result, secondary school students are under-recognised, and may therefore, be missing out on appropriate supports and services (Starling et al., 2011). Although there is some evidence of effective support strategies for learners with language disorders in pre and primary school-aged learners, there is limited evidence of effective strategies to support learners with language disorders in secondary schools (Joffe et al., 2019). In light of this background, this study sought to examine systemic strategies to support secondary school learners with language disorders where the second language is used as the medium of instruction.

1.2 DEFINITION OF LANGUAGE DISORDERS

The central construct of this study is on learners with language disorders. Language disorders are characterised by deficits in “language comprehension and/or production in both the native [L1] language and the second language [L2]” (Gillespie, 2015, p. 1). Therefore, learners with language disorders “struggle to communicate in both L1 and L2” (Gillespie, 2015, p. 1). Having challenges with language means that learners with language disorders may have difficulty socialising with their peers and learning in school (Kuiack& Archibald, 2019). In this study, the Diagnostic and Statistical Manual of Mental Disorders’ (DSM-5) definition of language disorders was used. According to the American Psychiatric Society (APA) (APA, 2013, p. 42), language disorders are “difficulties in the acquisition and use of language due to deficits in the comprehension or production of vocabulary, sentence structure, and discourse”.

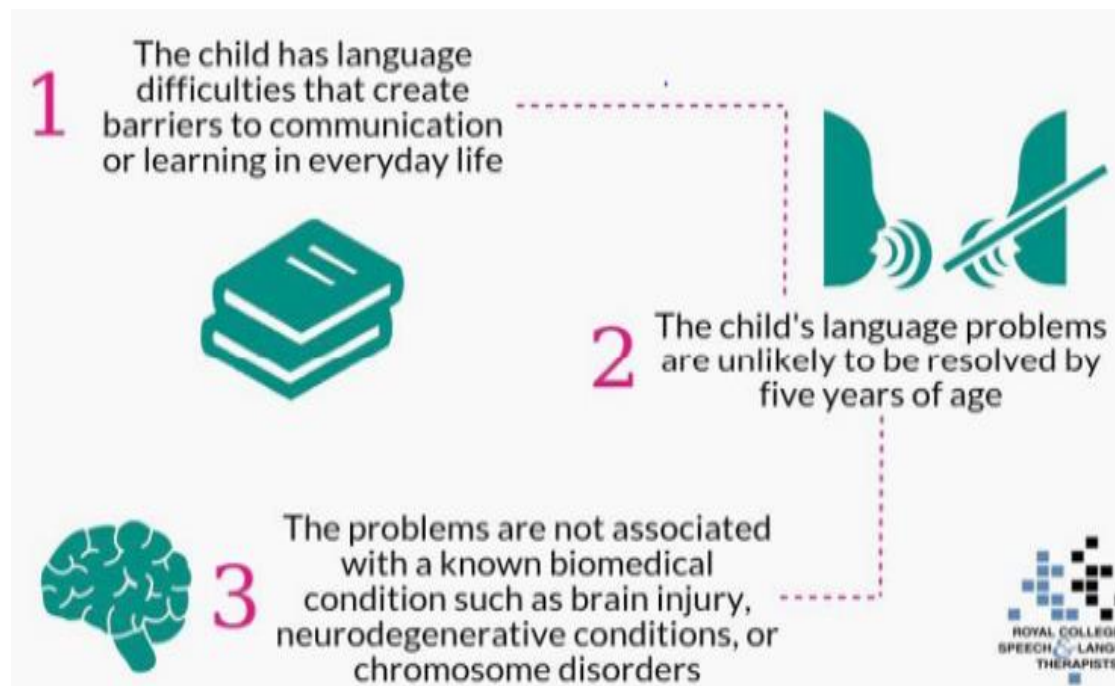


Figure 1.1: Characteristics of language disorders

Adopted from Intakhab (2018, p.2)

Figure 1.1 present common characteristics of language disorders. Language disorders are language problems which are unlikely to be unresolved by the age of five years. The problems are not associated with a known biomedical condition such as brain injury. Children with language disorders face learning and communication challenges in everyday life (Intakhab, 2018).

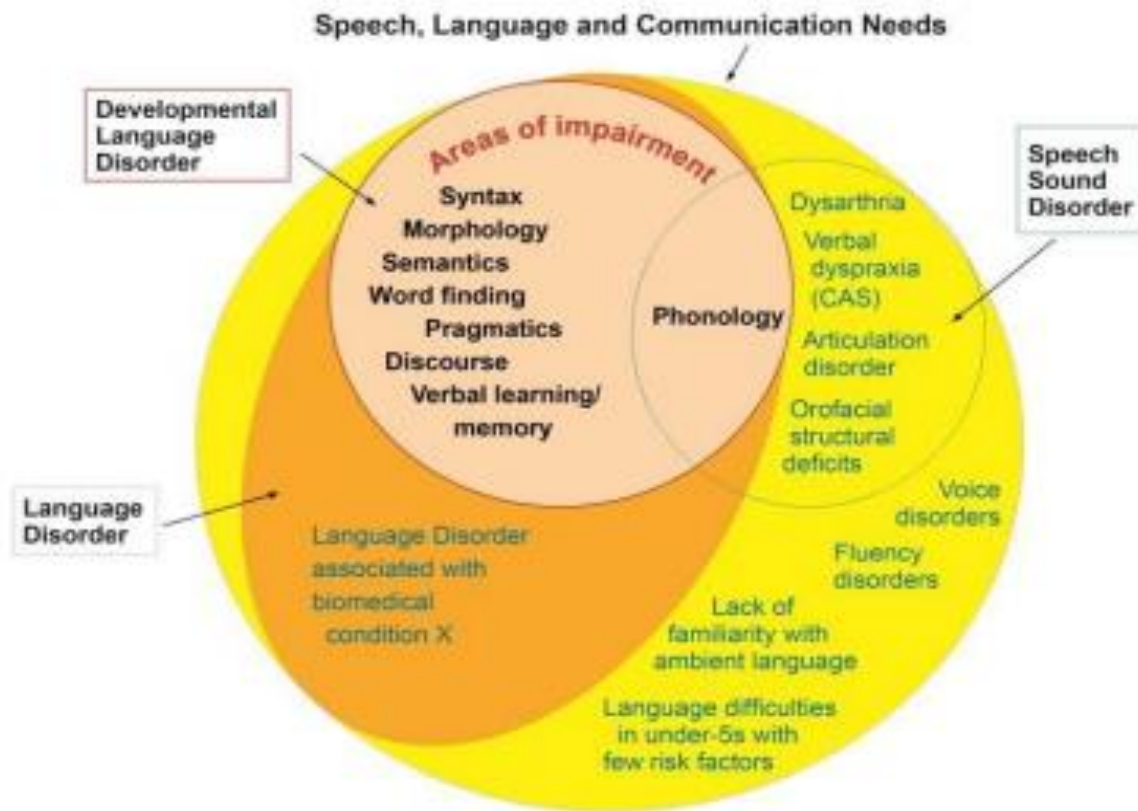


Figure 1.2: Overview of Language disorders in relation to SLCN
 Adopted from RCSLT (2017, p. 02)

Language disorders fall under a broad category of Speech, Language and Communication Needs (SLCN) which covers the wide range of conditions affecting speech, language and communication (Royal College of Speech and Language Therapists [RCSLT], 2017). Language disorders have two sub-types (Developmental language disorders and Language disorders associated with X, where X is the differentiating condition) and are nested within the overall category of SLCN as shown in Figure 1.2 above.

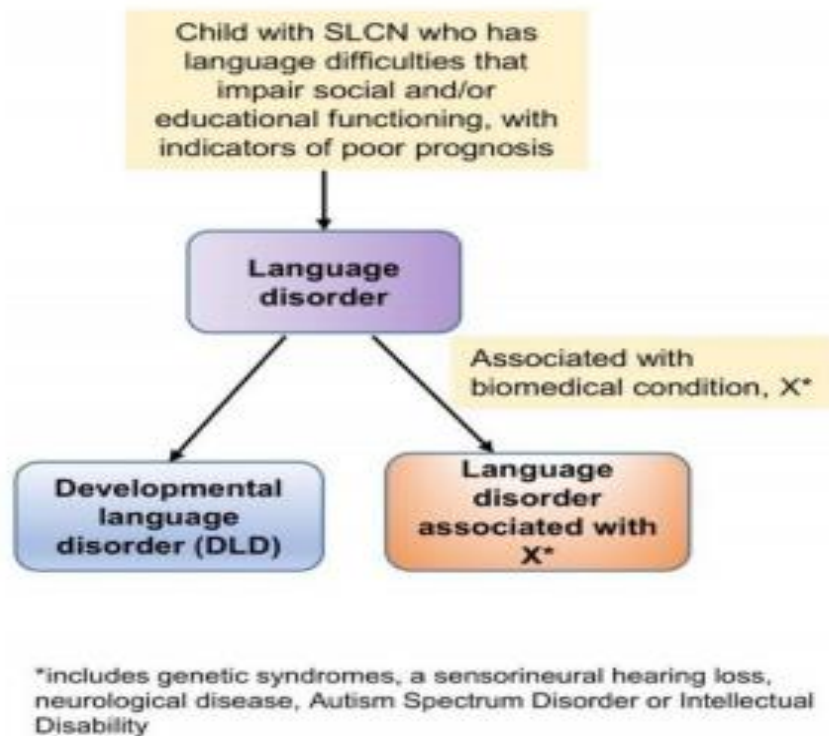


Figure 1.3: Sub-types of language disorders
 Adopted from RCSLT (2017, p. 03)

Figure 1.3 illustrates the two types of language disorders. The term Developmental Language Disorder (DLD) refers to cases of language disorder with no known differentiating condition. In this context, “developmental” refers to “the fact that the condition emerges in the course of development rather being associated with a known biomedical cause” (Bishop et al., 2016). The term “language disorder associated with X” is used when there are differentiating conditions such as Autism Spectrum Disorder (Bishop et al., 2016). “These are biomedical conditions in which language disorder occurs as part of a more complex pattern of impairments” (RCSLT, 2017).

1.3 MULTILINGUALISM IN EDUCATION

Multilingualism in the classrooms is an increasing characteristic of the 21st century (Prezas&Ahyea, 2017). Most multilingual nations have adopted education systems that recognise the child’s first language and a second language, which in most cases is the official language of the nation (Owu-Ewie&Eshun, 2015). In such countries, English (L2) is used as the Medium of Instruction (MOI) and for formal governmental communications. The preference for using English seems to be largely based on the perception that a person has to be a fluent

English speaker to succeed in life, work, and be able to communicate globally (Klapwijk & van der Walt, 2016).

Research has shown that the use of L2 as Mol has brought more harm than good in the classrooms. Khan and Khan (2016) argue that English is enjoying the status of the medium of instruction and compulsory subject in Pakistan, but its use is creating many problems in learning. The use of English as Mol has resulted in the poor academic achievement of learners. A high rate of failure destroys learners' opportunity for white collared jobs and destroys their morale (Khan & Khan, 2016). Nawaz et al. (2015) also argue that learners face challenges such as grammatical problems, content problems, sentence structure and language processing (desire to write).

Major reasons of these challenges are less skilled and qualified teachers, poorness of the education system and the assessment system, less practice of grammar and mixing English with local language (Nawaz et al., 2015). Ngulube (2015) also noted that learners do acquire language structures of English but find it hard to put them into understandable texts. In the same vein, Cakiroglu (2019) also highlighted that it is difficult for learners to acquire English as a second language because they lack comprehensible input, facilitating understanding. Reading as receptive skill assist learners to accumulate vocabulary, however, lack of it has made learners fail to infer meaning from texts (Cakiroglu, 2019). Manyike and Lemmer (2014) have also argued that due to the use of English as the medium of instruction in South Africa, underachievement among black learners is demonstrated annually in national school-leaving examinations and annual literacy and numeracy assessments carried out nationally (Postma & Postma 2011).

Due to the challenges faced by learners in the use of L2 as the medium of instruction, Anyiendah (2017) highlight that learners have developed negative attitudes towards the use of second language as the medium of instruction and they cannot effectively participate in classroom activities and this subsequently leads to poor academic performance. In the following sections, I discuss background of language in education policies in Zimbabwe (Case 1) and South Africa (Case 2)

1.3.1 The Language Policy in Zimbabwe

In Zimbabwe “the Doke Report of the 1930s set the stage for colonial language policy in education where English was declared the official language and the medium of instruction. Shona and Ndebele became only local indigenous languages [among Tonga, Kalanga, Venda, and

Shangaan] taught in the education system” (Muchenje et al., 2013, p. 1). Upon attaining independence in 1980, under the Education Act of 1987; language policy in Zimbabwe favoured the use of three languages: Ndebele, Shona and English. From Grade 1 to 3, schools use indigenous languages (either Ndebele or Shona) as the medium of instruction. However, some schools tend to emphasise English at the expense of local languages (Ndamba, 2008). “The reason for favouring English is because African languages do not offer access to socio-economic benefits such as access to jobs, power, and wealth” (Ndamba, 2013, p. 118). English therefore, becomes the medium of instruction from primary level to tertiary level of education, Shona or Ndebele are taught as subjects (Ndamba, 2013).

There are mixed feelings about the use of English as the medium of instruction in Zimbabwe. Ndamba (2008) asserts that in a learning situation where the second language is the medium of instruction, learners tend to face challenges. According to Chivhanga (2012), learners face a threefold challenge. “The first challenge noted is that the learner has to make sense of the instructional tasks which are presented in the second language. Secondly, the learner has to attain linguistic competence which is required for effective learning to take place. Finally, the learner is faced with the problem of mastering the content itself” (Chivhanga, 2012, p. 49). Therefore Ndamba et al. (2017) advocate the use of local languages as the medium of instruction. They argue that using local languages as medium of instruction would greatly benefit learners, especially those in rural schools since they may not have the required fluency and understanding in the second language to allow them to utilise the analytical skills needed for the learning discourse. However, it is a challenge for schools to use local languages as medium of instruction because public examinations are English oriented and most of the textbooks, teaching aids including wall charts are written in English (Viriri&Viriri, 2014). So, teachers emphasise the use of English as the medium of instruction although it was observed that many learners struggled to express themselves in English (Viriri&Viriri, 2014).

1.3.2 The Language Policy in South Africa

South Africa is a linguistically diverse country. Since 19th century, “English became the language of aspiration, national unity and liberation among black South Africans in spite of its role in colonial conquest” (Manyike&Lemmer, 2014, p. 251). In “post-apartheid South Africa, [English] has become the language of higher education, commerce, and government as well as preferred medium of instruction in schools” (Alexander, as cited in Manyike&Lemmer, 2014, p. 251). After 1994, the South African government embarked on incisive endeavours to shape language in education policy. The South African Constitution [gave] all eleven South African

languages equal status (Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga, Afrikaans, English, IsiNdebele, IsiXhosa and IsiZulu)” (Republic of South Africa, 1996). Although black African learners have the choice of being taught in their native language for the first few years, 80% of these learners change their language to English or Afrikaans at Grade 4 while continuing to learn their first language as well (Howie et al., 2008). However, Afrikaans and English children are taught in their own languages without any pressure to be bilingual (Hazeltine, 2013). Hazeltine (2013) also argues that although the official policy promotes the offering of other African languages in schooling, the schools are not enthusiastic about tutoring in African languages due to limited resources and minimal oversight by the government. However, there is evidence of code-switching and mixing, where in most cases English is used as the MoI at the same time using local languages. A study conducted in Limpopo has shown that teachers use code-switching as well as a trans-languaging process, alternating and blending languages to help pupils understand concepts (Kretzer, 2019).

Much research has been done on the negative effects of the use of English as the medium of instruction, instead most researchers suggest the need to develop cognitive and academic language proficiency in the first language as a prerequisite for attaining it in the second language (Kerfoot & Van Heerden, 2015; Pluddemann, 2010). The result of the current situation is that learners reach the end of their formal schooling without reaching the expected language proficiency levels either in English (L2) or their mother tongue (L1) (Potgieter & Anthonissen, 2017).

From the reviewed literature, it is clear that using second language as the medium of instruction has been associated with poor academic performance. It must be highlighted that studies discussed in this section focus on the effect of the use of the second language as the medium of instruction on typical developing learners or learners in general. There is limited literature on the effect of the use of the second language as the medium of instruction on learners with language disorders (Zoutenbier & Zwitserlood, 2019).

1.3.3 The Effect of the Use of L2 as Medium of Instruction on Learners with Language Disorders

The role of L1 knowledge in L2 acquisition is well-established (Khan, 2016). There is a strong connection between second language learning difficulties and difficulties with one’s first language. According to Nijakowska, (2010) “second or foreign language learning is the equivalent for the first language learning faculty and children who develop faster in their first

language also score higher on foreign language aptitude tests”(p. 67). So, for a learner to be successful in mastering L2, they require[s] the use of precisely those language skills in which learners with language problems are weak in [their first language]” (Arries, 1999, as cited in Liszka, 2006).

On the other hand, learners with language disorders have deficits in language comprehension and/or production in both L1 and L2. Such learners struggle to communicate in L1 and L2 (Gillespie, 2015). This means that learners with language disorders struggle to understand L2 and yet, secondary schools use L2 as the medium of instruction. It has also been observed that the way the second language is generally taught and used at secondary schools is one reason why learners with language disorders find the use of second language so challenging (Khudsen, 2012). Second language courses are based on and created for the ‘ideal language learner’, one who has a good grasp of universal grammar as well as an almost natural ability to comprehend and learn new languages (Schneider, 2009, as cited in Forghieri, 2017, p. 95)

For that reason, it must be noted that multilingualism does not lead to language problems (Paradis, 2016). Still, where there has been limited experience with the language used at school, the learner may require extra help (Cattani et al., 2014). According to Prezas and Ahyea (2017), “It is also critical that teachers are knowledgeable in the identification of learners who may need additional support in the areas of language learning” (p. 3). Although teachers are not responsible for making decisions related to language proficiency or assessment, they play a very important role as early identifiers of learners who may or may not need further observation and/or evaluation (Prezas&Ahya, 2017, p.6). They provide important information (e.g., academic or social) to speech-language therapists or other professionals for determinations of educational need for services in the schools. Teachers “are also involved in the process of identifying and assisting [learners] who may have a speech or language disorder” (Prezas&Ahya, 2017, p. 10).

1.4 Structure of Secondary education systems: Zimbabwe and South Africa

Secondary education is believed to provide setting to prepare young people, adolescents for healthy and productive lives (Jacob & Lehner, 2011). Hence, secondary education is meant to prepare learners to be self-sufficient and productive citizens, who will participate in social, economic and political spheres in a country. In this section, I will briefly outline the secondary education structure of Zimbabwe and South Africa respectively.

1.4.1 Structure of the Zimbabwe secondary education system

According to Zimstat (2018), the secondary education system lasts for six years. It consists of lower secondary and upper secondary. Lower secondary level is a four-year cycle; Form 1 to 4 which leads to awarding of the Ordinary level certificate. After completing this cycle, a learner can join the labour force, enrol for tertiary education for example in Polytechnic colleges or proceed to upper secondary level which lasts for another two years. At this level, learners are offered advanced level studies meant to prepare them for University education.

1.4.2 Structure of the South African secondary education system

Secondary schools in South Africa are most often public and account for the bulk of the enrolments. For instance, in 2012, 4.64 million learners were enrolled in the mainstream secondary schools (Jacob & Lehner, 2011). According to Macha & Kadakia (2017), the secondary education in South Africa lasts for six years in duration (grade 7 to grade 12). It is also divided into lower (senior phase) and upper secondary further education and training (FET). Senior phase lasts through grade 9 and is compulsory. Learners receive 27.5 hours of classroom instruction per week. FET lasts through grade 12 and is not compulsory. Entry into this phase requires an official record of completion of grade 9 and it comprises of 27.5 hours of classroom instruction per week. At the start of upper secondary school in grade 10, learners are streamed into one of two tracks –academic (general) or technical. Learners who select the technical track must be enrolled in a technical secondary school. In both academic and technical routes, all learners must study seven subjects of which four of these are mandatory (two official languages, mathematics and life orientation). Graduation depends on performance on final examination, the National Senior Certificate or “matric” at the end of grade 12. Those who earn a second level or “higher certificate “pass but do not score higher enough to be enrolled in tertiary institutions, may enrol in a bridge year or grade 13 at an accredited institution (Macha & Kadakia, 2017).

It must be noted that not all learners meet the requirements to join the labour force or enrol for tertiary education after completing lower secondary cycle. There are many factors that affect learners’ academic achievement and these include socio-economic status, enrolment criteria, school curriculum, learner level of operation (whether the learner has a disability or not), school leadership, student relations, teacher qualifications, teacher-pupil ratio among others (Nyoni, Nyoni, & Bonga, 2017). It must be noted that there are learners with disabilities such as learners with language disorders in secondary schools. According to the 2018 primary and secondary

education statistics report, there are 13 095 (21.14%) disabled learners at secondary level of education in Zimbabwe. Deliwe (2016) also argues that in South Africa, there were 390 000 learners with disabilities aged 7 to 18 years in 2014. So, there is need for inclusive education to be achieved, there is need for schools to create supportive learning environments for learners with disabilities to realise their potential. The curriculum must emphasise on areas in which they have a flair. With diverse nature of disabilities, there must be individual education plans for different learners with disabilities (Deliwe, 2016). In this context, there must be support services and structures for learners with language disorders in the mainstream secondary schools.

1.5 PROBLEM STATEMENT

A learner with a language disorder has a specific difficulty with communication such as fluency, expression of language in written or oral form. Such a disorder impedes the child's acquisition of basic cognitive skills (Minchew, 2018). Thus, the learner is already having challenges in reading or even writing using his/her local language (Garcia & Tyler, 2010). Despite international and regional literature that has studied the effect of the use of the second language as the medium of instruction on learners in general, minimal research has been conducted on the effect of the use of a second language as the medium of instruction on learners with language disorders (Zoutenbier&Zwitserslood, 2019). Furthermore, language and communication difficulties are common among secondary school learners however, there has been limited research into the effectiveness of the strategies used to support such learners (Joffe et al., 2019). There is limited information available regarding systemic support services for secondary school learners with language disorders in multilingual contexts. If the use of the second language as Mol negatively affects typical developing learners as highlighted by literature, this simply means, learners with language disorders are in a dire situation.

1.6 RATIONALE OF THE STUDY

This study is justified because literature is sparse in the field of education on the effect of using a second language as the Mol on secondary school learners with language disorders in a multilingual context (Zoutenbier&Zwitserslood, 2019). The use of English as the primary Mol is not a problem. Still, the problem arises when the Mol impedes effective teaching and learning of some learners. There is also limited literature on strategies that support secondary school learners with language disorders (Joffe et al., 2019).

This study sought to add new knowledge on systemic strategies to support learners with language disorders in multilingual contexts. While reviewing the literature, I realised that there is limited literature in the field of education on strategies to support or accommodate learners with language disorders in mainstream secondary schools. Most studies on language disorders are more inclined to originate in the speech-language therapy field of inquiry than the education field of enquiry. In education, most literature generally discusses learners with Special Needs, but very limited sources specifically look into the support of secondary school learners with language disorders. These observations corroborate those of Gallagher et al. (2019), who reviewed sixty-four studies carried out between 2006 and 2016 on the perspectives in speech-language therapy and education about language disorders. It was concluded that only nineteen sources discussed issues about learners with special needs in education. Most of these studies did not specifically discuss how to support secondary school learners with language disorders in multilingual contexts. This becomes a serious problem because there are learners with language disorders in mainstream secondary schools (Joffe et al., 2019). More research is necessary on how these learners can be supported, especially in multilingual education contexts where the second language is used as the Mol.

This research topic is of interest and concern to me as a teacher. The mainstream secondary school system is designed for typical developing learners (Khudsen, 2012), leaving out learners with academic challenges such as learners with language disorders falling through the system's cracks. Experience has shown that there are learners with language disorders in secondary schools, and less is being done to support them to realise their potential. Furthermore, Khudsen (2012) argues that the way in which second language is generally used and taught in secondary schools does not accommodate learners with language disorders. The manner in which second language is taught in secondary schools is usually based on, and created for, an 'ideal learner'; one who has a good grasp of universal grammar as well as an almost natural ability to learn and understand new languages (Schneider, 2009 p. 298). I believe education system must be inclusive; the system must cater to the needs of all learners. If some learners are not supported to realise their potential, then education loses its purpose.

1.7 PURPOSE OF THE STUDY

The purpose of the study was to examine systemic support strategies for secondary school learners with language disorders in multilingual contexts. Such learners must be accommodated to thrive in a multilingual education system where the second language is used as the main Mol.

1.8 RESEARCH QUESTIONS

1.8.1 Primary Research Question

The primary research question for my study was:

How can insights into systemic support strategies of learners with language disorders inform our knowledge of required initiatives/learning in multilingual classrooms?

1.8.2 Secondary Research Questions

In order to answer the primary research question, several secondary questions were explored. These questions were guided by the literature review conducted. The secondary research questions were:

- 1) How do professionals conceptualise language disorders?
- 2) What are the current support services available for secondary school learners with language disorders?
- 3) Which factors hinder effective implementation of the support services?
- 4) How does the school curriculum accommodate learners with language disorders?
- 5) How does the use of a second language as the Mol affect learners with language disorders?

1.9 CONCEPT CLARIFICATION

To ensure a common understanding of the key terms used in this study, the meanings attached to them in this context are briefly clarified below.

1.9.1 Language Disorders

As outlined in the DSM 5 classifications (APA, 2013, p. 42), language disorders include “persistent difficulties in the acquisition and use of language across modalities (i.e., spoken, written, sign language, or other) due to deficits in comprehension or production” and “language abilities that are substantially and quantifiably below age expectations” (2013, p.42)

1.9.2 Medium of Instruction

A medium of instruction is “the language used for the purpose of imparting knowledge in the education system and normally selected by the government of the country to meet the demands of the dynamics of knowledge growth and expansion” (Komba & Bosco, 2015. p. 149). Both cases, in Zimbabwe and South Africa, use English as the Mol.

1.9.3 Multilingualism

Multilingualism can be understood as “the presence in a geographical area, large or small, of more than one variety of language” (Cenoz, 2013). In this context, multilingualism in education refers to using more than one language within the education system.

1.9.4 Systemic Strategies

Systemic strategies involve creating systems and organising the class and school environment to create an atmosphere that is more conducive to learning and teaching (Davis & Florian, 2004). Systemic strategies typically take the form of policies, practices or structures that are in place to promote a positive school climate, and a culture that helps children to develop positively across academic, personal and social domains (Oberle et al., 2016). From a systemic perspective, limitation in education occurs when an education system fails to provide fair and inclusive education services that lead to enriching student learning (Organisation for Economic Co-operation and Development [OECD], 2012). In this context, systemic strategies are structures that are meant to support/accommodate secondary school learners with language disorders in multilingual education contexts.

1.10 METHODOLOGY APPLIED TO THE STUDY

The section provides a brief overview of the various components of the methodology that was used in this study. A detailed description of each component can be found in chapter 3.

1.10.1 Research Paradigm

Creswell and Creswell (2018) define a paradigm as “a basic set of beliefs” that guides the researcher. A paradigm can also be defined in terms of epistemology (knowledge view), ontology (world view) or even research methodologies (broader strategies) (Creswell, 2003). This study was purely qualitative; therefore, the interpretive paradigm guided this research. Cohen et al. (2011) contend that interpretivism focuses much on understanding people’s subjective viewpoints, to get an insider’s perspective on various phenomena.

1.10.2 Research Design

Multiple case study design was employed in this study. According to Creswell (2013, p. 97), the case study “explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information...and reports a case description and a case theme”. Three secondary schools in

Zimbabwe (Case 1), as well as three secondary schools in South Africa (Case 2), were chosen as case studies. However, one school in Case 1 withdrew from the study.

1.10.3 Sources of Data

There is a strong relationship between interpretive paradigm and qualitative methods of collecting data. In this study, semi-structured interviews, classroom observations and focus group discussions were used to collect data. Semi-structured interviews were conducted on five teachers (one from each school), a remedial therapist, educational psychologist and two speech-language therapists. Telephone interviews were used for member checking during data analysis. Classroom observations were conducted in four schools. Focus Group discussions were conducted on learners with language disorders selected by teachers from all five schools.

Privitera (2012) claims that the core advantage of mixing different research instruments is that since each method has strengths and weaknesses, one instrument can cover the weaknesses of the other. The concept of triangulation was highly utilised in this study. Triangulation is to determine how different methods check, validate or corroborate one another. This enables an understanding of a social phenomenon from different points (methods, investigators): how in effect different data analyses come to the same conclusion (Rich-Mahadkar, 2015).

1.10.4 Data Analysis Procedure

Thematic Analysis. Since the study was qualitative, the data analysis involved organising and explaining the data. Qualitative data analysis is the classification and interpretation of linguistics or visual material obtained from the study to make meaning (Flick, 2013). Thus, I was more concerned with the research participants' attitudes and interpretations of systemic strategies they use to support learners with language disorders in multilingual contexts. All data from semi-structured interviews, classroom observations and focus group discussions was analysed in depth. Figure 1.4 summarises the major steps followed in analysing the data.

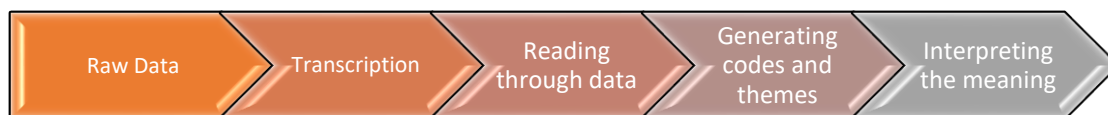


Figure 1.4: Thematic analysis process

Adopted from Creswell (2009, p. 185)

Thematic analysis was used for data processing, and its flexibility largely influences this decision. It afforded me an opportunity to make several decisions, including the determination of themes and sub-themes. Therefore, the thematic analysis enabled me to examine underlying ideas and conceptualisations that shaped the semantic content as transmitted by participants (Braun & Clarke, 2006).

Data from semi-structured interviews and focus group discussions were transcribed. The transcriptions were uploaded in the Atlas TI software. The transcriptions helped me to gain a deeper understanding of the issues involved. The actual coding then followed a process in which I used both pre-defined and other categories that emerged from the totality of data sources. At this stage, according to Braun and Clarke (2006), I searched, reviewed, defined and named the emerging themes. Atlas TI was used to go through the data coding process because it enabled me to select the aspects of data for analysis, choosing code phrases and grouping codes together to form categories and finally built themes from the categories. Atlas TI was user friendly and systematically directed into eventually forming a pattern emerging from developed themes (Rambaree&Faxelid, 2013). It also helped me to synchronise data for in-depth analysis.

Interpreting data was the climax of data analysis. Creswell (2009, p. 177), argues that “qualitative research is interpretive research”. My task was to interpret elements of the models created by Atlas TI to make conclusions. This is the point at which I also compared the study results against the literature reviewed.

1.11 DELIMITERS OF THE STUDY

This study mainly focused on learners with language disorders in mainstream secondary schools. Learners suffering from any other type of disorders were not part of this research. Also, learners with language disorders in primary schools and special schools were excluded from the study.

1.12 ETHICAL CONSIDERATIONS

Due to the nature of qualitative research; its subjectivity and the researcher’s active role in the research process, I used various strategies to develop ethical ways of dealing with participants (Brennen, 2017). Ethical clearance for conducting the study was obtained from the Ethics Committee of the Faculty of Education at the University of Pretoria, and the guidelines were adhered to.

In requesting for permission to conduct research in Zimbabwe (Case1), a letter to Bulawayo Metropolitan province was hand posted. Attached to this letter was an ethics letter from the University of Pretoria. A letter of approval from the province was presented to the Khami District offices. The District Schools Inspector (DSI) gave me permission to conduct research in three schools. In South Africa (Case 2), I sent my request to conduct research electronically to the Gauteng province, and permission to conduct research in Gauteng, Johannesburg central district was granted.

The ethical principles of informed consent; confidentiality and non-maleficence were incorporated throughout the study. Participants were provided with accurate information on the research's intention (Brennen, 2017) and what would be required from them as part of obtaining informed consent. The participants were also informed that their participation was voluntary, and they were free to withdraw at any time. The anonymity and privacy of the research participants were highly respected. Personal information related to the participants was kept confidential and secure. All interview scripts obtained from the research as well as notes from observations, were kept safe and secure. In addition, pseudonyms were used throughout the research; hence participants' identities were known only by me and my research supervisor.

1.13 CREDIBILITY AND TRUSTWORTHINESS

Trustworthiness is “the degree of confidence that the researcher has that their qualitative data and findings are credible, transferable and dependable” (Andrew & Halcomb, 2009, p. xvii). Hence, to ensure credibility of the research findings, I prolonged engagement with participants and data sources (semi-structured Interviews, focus group discussions and classroom observations) were triangulated. Space triangulation (Case 1 in Zimbabwe and Case 2 in South Africa) was also used in an attempt to overcome parochialism (Cohen, Manion & Morrison, 2011).

1.14 SUMMARY

In Chapter 1, I outlined the background to the study, its rationale, purpose, the statement of the problem and the envisaged contribution that the study would contribute to the existing body of knowledge on systemic support strategies for learners with language disorders in multilingual contexts. The research questions that guided the study followed and key concepts used in the study were clarified.

1.15 OUTLINE OF THE CHAPTERS

In Chapter 1, the background and a rationale for the study was outlined. The research questions that guided this study followed and key concepts used in the study were explained. Chapter 2 presents a discussion on literature review. In the literature review, existing literature pertaining to key areas of the research topic; the definition, nature, aetiologies of language disorders; identification and prevalence of language disorders in mainstream secondary schools; the concept of multilingualism in education; relevance of the curriculum for learners with language disorders; the strategies used to support learners with language disorders in the mainstream schools as well as factors that hinder effective implementation of the existing strategies are highlighted. The chapter concludes with an overview of the conceptual framework that guided the study.

In Chapter 3, a thorough discussion and explanation of the research methodology is provided. This chapter essentially discusses multiple case studies and the methodology employed. The interpretivist paradigm underpinning the research is discussed, as well as the data collection and analysis procedures and process.

This is followed by a report on the results and findings of the study in Chapters 4 and 5. Chapter 4 contains research findings from the Zimbabwean context (Case 1) and the results gathered from the South African context (Case 2) are presented in Chapter 5. In both chapters, the results are presented in direct quotations from the participants, focusing on similarities and contradictions compared to the reviewed literature findings. Section B of Chapter 5 consolidates research findings the Zimbabwean and South African contexts, drawing attention to the similarities and differences between the cases.

Finally, in Chapter 6, I summarise all chapters. I conclude the chapter and thesis with an indication of the study's limitations and recommendations for further research on the systemic support of learners with language disorders in multilingual education contexts.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The chapter discusses existing literature pertaining key areas of the research topic; the nature and aetiologies of language disorders, Identification and prevalence of language disorders in secondary schools, the concept of multilingualism in education, existing strategies to support learners with language disorders in the mainstream schools as well as factors that hinder effective implementation of the existing strategies. The conceptual framework underpinning the study was presented. Figure 2.1 below illustrates the different components of the literature review as well as the relationship between them.

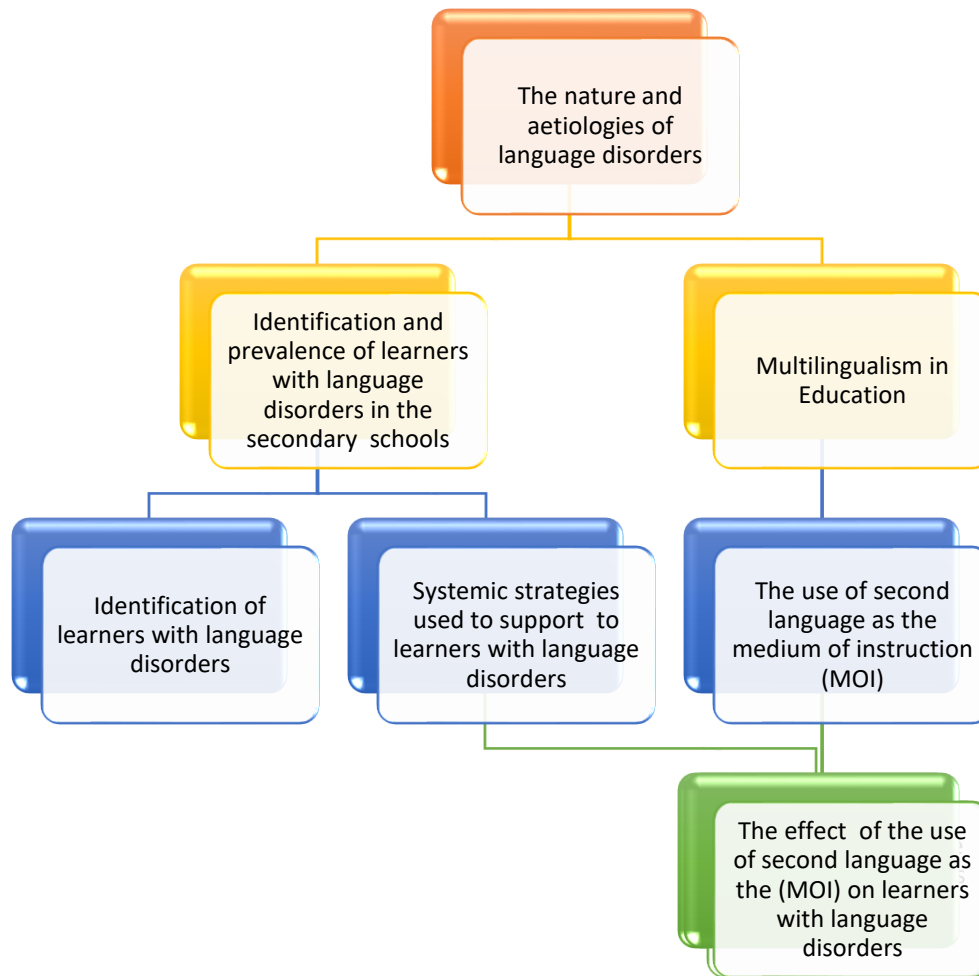
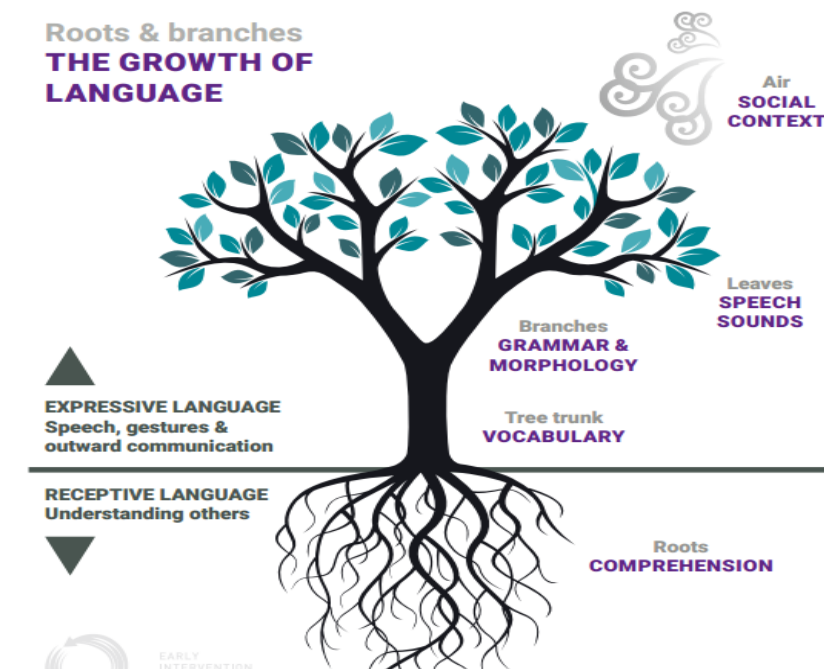


Figure 2.1: Components of the literature review

2.2 TYPICAL LANGUAGE DEVELOPMENT

Language development is “the process by which children come to use words, gestures and vocalisations to communicate with others and gain knowledge” (Law et al., 2017, p. 7). Language acquisition encompasses the development of four interdependent systems: pragmatic (communicative use of language in a social context), phonological (perception and production of sounds to form words), semantic (processing of meaning), and grammatical (use of syntactic and morphological rules to combine words into meaningful sentences) (Schirmer et al., 2004).

Communication begins at birth, through innate behaviours such as crying and cooing, which form the basis of the infant’s interactions with others (Law et al., 2017, p. 13). Early language and communication skills are essential to guarantee success in school and later in a career. Children who develop strong language skills are more likely to arrive at school ready to learn. They are also less likely to face difficulties in reading and writing (Gardner-Neblett & Gallagher, 2013). Language acquisition is supported by children’s daily interactions with their parents, other family members, friends, and people around them. Law et al. (2017) note that as soon as babies can babble, adults begin to ‘pull’ language out of them through infant-directed speech (IDS). IDS facilitates language learning in the early phases of development. However, it is important to note that children develop language skills at different rates, though most pass



through an identifiable skill “set” along the way.

Figure 2.2: Elements of language development

Law et al. (2017, p. 15)

The analogy of a tree (see Figure 2.2) helps to see how language development elements interconnect. Law et al. (2017) assert that: “language development is commonly understood through its constituent parts. The first distinction is between what children understand and what they say, often described as comprehension/receptive language and production/expressive language” (2017, p.14). Expressive language includes nonverbal behaviours such as gestures, body language, and words and sentences to express thoughts and ideas.

In addition, Law et al (2017) explain that expression involves the children’s use of speech. It involves the child’ ability to articulate words clearly and understand the sound rules for a specific language. Speech is seen as the most important aspect of communication, which also incorporates tone, gesture and facial expression. Alongside the more obvious aspects of speech and language, children also develop ‘pragmatic’ skills. These skills are not specifically language-based, but play a critical role in the way the child interacts with others. Central to this is the child’s capacity to interpret what the person speaking to them means. Comprehension or receptive language is the root, underpinning all expressive language. When children understand what others are saying, they are more likely to be able to use those expressions themselves. Lastly, the social context (for instance, the community and the school) is the surrounding air, affecting how all aspects of a child’s communication and language development function. (Law et al., 2017).

2.3 NATURE OF LANGUAGE DISORDERS

According to Law et al. (2017), language learning is a relatively straightforward process. “The majority of children receive sufficient stimulation from their environment to understand what they need to say” (2017, p.14). However, some children tend to experience delays or problems in the development and acquisition of language and this is referred to as language disorders (Verhoeven & Van Balkom, 2004). DSM-5 (APA, 2013) uses the term language disorder to refer to “children whose language abilities (comprehension and production) are substantially or quantifiably below age expectations”. Verhoeven and Van Balkom (2004) also note that, learners with language disorders exhibit a significant deficit in production and/ or comprehension of language that cannot be explained by general cognitive impairment, sensorimotor deficits, neurological disorder, psychiatric diagnosis, or a general lack of exposure to language.

During the early years, language development problems become visible when there are unexpected delays in a child's ability to meet age-appropriate milestones for language development. An early language problem is usually identified before the age of five years. Later in their development, language problems tend to be more differentiated. Some children present the problems "as part of a broader profile of underachievement in other areas of their development, while others seem to have marked differences in their development relative to their peers for no apparent reason" (Law et al., 2017).

Language disorders can occur in two conditions (types of language disorders) as explained in the previous chapter. Law et al. (2017) also note that language disorders can occur alongside other physical (hearing loss) or cognitive problems (autism or learning disabilities), they are referred to as secondary condition or language disorder with condition "X" as highlighted by Bishop et al. (2016). However, in cases where they occur on their own, classified as "unexplained", language disorders are described as a primary condition. Children with the primary condition are described as having "developmental language disorder" meaning that their language scores are grouped well below what would be expected for their age.

2.4 DEBATE ON TERMINOLOGY

According to Law et al. (2017), the nature of language difficulties creates challenges in the identification criteria and treatment. The diagnosis of early language problems is further complicated by the fact that many children seemingly outgrow their language difficulties, although questions may remain about the degree to which early delays have been resolved in any individual case (Law et al, 2017). These complexities have also led to differences in how the language differences are described and assessed (Law et al, 2017).

Confusion regarding criteria and terminology has been detrimental to educational practice and to research. This can be attributed to the fact that "there are many professional groups involved; ranging from those with backgrounds in education, psychology, Speech-language Therapy (SLT), Speech-language Pathology, Paediatrics and child psychiatry" (Bishop et al., 2016). According to Law et al. (2017):

While some terms have been used for only short periods of time, others have had more traction. In the 1970s, for example, terms such as 'deviant language', 'language disorder', 'delayed language', and 'developmental language disorder' were commonly used to describe children with various language difficulties. By the 1980s, these had been replaced by labels like 'specific language deficit' and 'specific language

impairment' (SLI), to clarify that impairments were specific to linguistic processes and not explained by other physical or cognitive impairment such as hearing loss or autism. More recently, the use of the word 'specific' has been debated on the grounds that its meaning remains ambiguous and provides limited clinical utility. (p. 18).

The term "language delay" is also widely used. However, recent agreement on the topic has been found it to be unhelpful in explaining language difficulties once children enter school (Bishop, 2014). In addition, the term "delay" was abandoned since it has been taken literally to imply that the only concern relates to timing and that a child with a language "delay" will eventually catch up (Bishop, 2014; Law et al., 2017; Paul et al., 2017). Therefore, this term may give a false impression to parents or guardians of their child's language problem.

In 2015-2016 an international group of experts in the area of Speech, Language and Communication Needs; the Criteria and Terminology Applied to Language Impairments: Synthesising the Evidence (CATALISE) panel, came together to agree on children's diagnostic terminology's language disorders (Bishop, 2017). The term "Specific Language Impairments" was abandoned in favour of "Developmental Language Disorders". They agreed that "language is a complex, multidimensional skill, which changes rapidly with age" (Bishop, 2017); thus, the use of "developmental". There was also a debate on the use of the term "disorder". Bishop (2014) highlighted that in the field of education, terms such as "difficulties", "needs", "impairments", "challenges", "disabilities" have been used and these have been used interchangeably and sometimes with different meanings. The panel chose "disorders" for two main reasons. It is the term used in DSM5 and ICD-11. The other reason was that the panel felt it communicated the condition's seriousness more effectively than impairment. Some panel members still felt that "disorder" did not go far enough in explaining and that more medical-sounding label would be more effective just like dysgraphia and dyslexia. Such terms are alarming and therefore receive much attention (Bishop, 2017). In this study, the term "language disorders" was used as it is the term used in the DSM-5 and ICD-11.

2.5 AETIOLOGIES OF LANGUAGE DISORDERS

Researchers in this field of study have concluded that there is no single cause of language disorders. This is because some children with intellectual disorders have language disorders and their language skills are below what would be expected, whereas other children with intellectual disorders have much better language skills (Rice, 2018). There is no recipe of biology, cognition, genetic factors, neurological factors that guarantees that a learner has a

language disorder; it is probably the result of these different factors interacting with each other (Kuiack & Archibald, 2019). Therefore, the aetiology of language disorders varies, and new research developments are shedding more light in the role of genetic and environmental factors in explaining the aetiologies of language disorders.

2.5.1 Genetic Factors

It is commonly known by professionals in the field that language disorders usually run in families, suggesting that genes may influence susceptibility to disorder (Paul et al., 2017). Just like other types of learning disabilities, language disorders are genetically determined with genetic traits manifesting themselves in the neuroanatomy and neurophysiology of the child (Paul et al., 2017). There are many studies that support the premise that genetics is at the basis of language disorders that often run in families. The concordance rate is higher for identical than fraternal twins. Some findings suggest that genes on chromosome 15 or 6 may cause language disorders (Pennington, 1991, cited in Bhandari & Goyal, 2004).

2.5.2 Neurological Factors

According to Paul et al (2017), language disorders are a reflection of improper development of the nervous system. Head injury, lack of oxygen, exposure to toxins, seizures and nutritional deficiencies may contribute to the improper development of the nervous system. Bhandari & Goyal (2004) also highlight that such problems could occur during prenatal or post-natal period as the nervous system is developing.

2.5.3 Environmental and Socio-economic Factors

Environmental factors can also contribute to language disorders. Research indicates that prematurity, poor pre-natal health care, stress and poor parenting and teaching can lead to brain dysfunction. Alcohol and other drugs, as well as emotional disturbances, can also contribute to speech and language disorders (Leonard, 2014). A Brazilian study concluded that low parental education is associated with complaints of speech and language disorders present in children (Angst et al., 2015).

2.5.4 Cognition

Kuiack and Archibald (2019) argue that all learners are different from one another. Learners learn new information, think about it and use it in different ways. Some are fast thinkers and some are slow. Hence, these differences may play a role in highlighting whether a child has a language disorder or not.

2.6 IDENTIFICATION OF LEARNERS WITH LANGUAGE DISORDERS

Terminology around language disorders has evolved, but evidence still points to limited awareness of language disorders (Adlof, 2020). Language disorders are common among children but there is little agreement about identifying and classifying language disorders. This is because language disorders are an interface between education, medicine and the allied professions which may adopt different approaches in identifying language disorders (Bishop et al., 2016). As discussed earlier, there is a wide variation in the terminology and criteria used to identify children with language disorders; hence this acts as a barrier to identifying learners with language disorders for intervention.

Bishop et al. (2016) state that the complex and multifaceted nature of language adds to the difficulties of identifying and categorising language disorders. As a result, learners with language disorders are not always easily recognised. Many learners with language disorders may have an undetected or hidden difficulty with language acquisition. This is because learners with language disorders often develop compensatory strategies, e.g. always agreeing or disagreeing with the conversational partner, remaining silent or responding using learned phrases (National Behaviour Support Service [NBSS], 2011).

Lots of evidence has proved that language disorders often affect understanding and production of complex language and can involve phonology, semantics and pragmatics as well as grammatical structure (Bishop, 2017). Although teachers themselves “are not responsible for making decisions related to language proficiency or assessment, teachers are in a very important role as early identifiers of students who may or may not need further observation and/or evaluation” (Prezas&Ahyea, 2017, p.6).

<p>POOR UNDERSTANDING</p> <ul style="list-style-type: none"> • Cannot follow instructions correctly, remembers the last thing you told them or looks blank. • Consistently breaks the rules despite being reminded numerous times by staff. • Poor understanding of sanctions, feels they are being treated unfairly. • Unable to summarise written text. 	<p>POOR SOCIAL AND COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> • Overreacts to jokes or sarcasm. • Becomes angry for unknown reasons. • Very quiet, doesn't speak in groups. • Pretends to laugh and join in but cannot explain details of stories or why a joke was funny. • Avoids/doesn't contribute to group situations and conversations. • Chooses to be alone (eating, break times), likes having sanctions where they can be alone. • Averse to one on one contact with adults.
<p>POOR ORGANISATIONAL SKILLS</p> <ul style="list-style-type: none"> • Disorganised and chaotic. • Regularly forget what they are supposed to be doing, will continuously ask for repetition. • Forget different appointments and materials. • Difficulty sequencing events. 	<p>POOR READING OR WRITING SKILLS</p> <ul style="list-style-type: none"> • Pretends to be able to read. • Avoids reading and writing. • Has slow speed of reading and/or writing, difficulties filling out forms or homework sheets. • Handwriting is poor. • Misreads words which look/sound similar.
<p>POOR LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Repeats points when telling a story. • Gets lost and trails off when telling you something. • Mixes up the sequence of events when explaining something. • Explanations, descriptions or stories are confusing/hard to follow. • Uses lots of pausing and hesitations when speaking. Will contradict themselves when speaking which may appear as though the student is lying. 	<p>POOR NUMBER SKILLS</p> <ul style="list-style-type: none"> • Has difficulty remembering strings of number e.g. phone numbers, bank pins. • Confuses dates and times. <p>UNCLEAR SPEECH</p> <ul style="list-style-type: none"> • Difficult to understand due to an articulation problem (e.g. a lisp or stammer).

Figure 2.3: Indicators that a learner may have a language disorder National Behaviour Support Service (NBSS) (2011, p.14)

Figure 2.3 shows indicators that a learner may have a language disorder in the mainstream classroom. Ideally, such information is given to educational psychologists (EP) or speech-language therapists (SLT) (Prezas&Ahyea, 2017). Educational psychologists (EP) play an important role regarding all learners with special educational needs, including making a crucial contribution to decisions about provision. SLTs are key professionals concerning the provision of the needs of learners with language and communication problems. (Palikara et al., 2007). According to Prezas and Ahyea (2017), SLTs are responsible for assisting teachers in identifying learners who may need additional services through the process of observation, identification, assessment and treatment of learners with language disorders. If a learner is diagnosed with a language disorder at the speech-language therapist, the learner should qualify for language services in the school settings and receive language therapy.

However, in reality, the identification and diagnosis of learners with language disorders in Africa have been difficult to trace, and research on effective interventions for multilingual learners with language disorders is sparse (Tchoungui Oyono et al., 2018). Tchoungui Oyono et al. (2018) argue that literature relating to speech and language disorders in developing countries is rarely

the primary focus of documentation and is difficult to locate. According to Tchoungui Oyono et al. (2018) this is due to the following: (a) unclear identification criteria caused by the lack of valid and reliable tools to identify those with a speech and/or language disorder; (b) the research setting: Most figures are reported from research conducted in clinical settings. Jordaan (2008) argues that it is difficult to identify in learners who speak the African languages, because of the limited availability of assessment tools and a dearth of knowledge on normal developmental milestones and processes in these languages. Goral and Conner (2013) concluded that a frequent question on identifying and diagnosing learners with language disorders is on which language is to be used to support learners with language disorders.

In addition, identification of learners with language disorders can be complicated by the fact that language disorders are unnoticed since they do not show obvious physical characteristics, and may be overlooked in the pre-school period because parents or guardians are more concerned with obvious disabilities and material provision (Jordaan, 2008). I concur with Jordaan (2008), experience has shown that due to shortage of resources, the ministry of education tends to focus more on the provision for learners with physical disabilities and very little is done to support learners with language disorders in secondary schools. Such learners join the mainstream classrooms and are often labelled as “dull” as they usually are under-achievers academically.

Therefore, if there is too much confusion in identifying and diagnosing learners with language disorders then, there are could be many undiagnosed learners with language disorders in mainstream secondary schools and who are not being supported to realise their potential. Wright and Ebbels (2017) point out that very few studies are conducted to improve the vocabulary of secondary school learners; only a few studies exist to show the effectiveness of vocabulary interventions in primary-aged children. Hence, learners with language disorders in secondary schools have become the “forgotten children” who are just part of the system which does not recognise their needs.

This study is similar to a study by Jordaan (2008) who sought to examine the extent to which learners with language disorders can acquire a second language. Jordaan (2008) revealed that learners with language disorders’ skills demonstrated a slow and irregular process of development with periods during which there was little or no forward movement or even a regression in language skills. There is limited research on support for learners with language disorders to thrive in a multilingual classroom where the second language is used as the main

Mol (Zoutenbier&Zwitsersloot, 2018). Thus, the main thrust of this study was to examine systemic strategies to support learners with language disorders in multilingual contexts.

2.7 PREVALENCE OF LEARNERS WITH LANGUAGE DISORDERS IN SECONDARY SCHOOLS

In the secondary level classroom, language is essential for contributing to and accessing most educational curriculum aspects. As independent study increasingly contributes to language learning, it enables learners to make contact with peers and the teacher. Therefore, aspects of written language (narrative or understanding text) or oral language can be challenging to a learner with language disorders (Hartshorne, 2011). Learners with language disorders do exist in mainstream secondary classrooms. However, in some countries, the prevalence of such learners has not been taken seriously, and there are no support services to support them thrive in a multilingual classroom (TchounguiOyono et al., 2018). TchounguiOyono et al. (2018) conducted a study to determine the prevalence of speech-language disorders in French-speaking school-aged learners in Yaoundé, Cameroon's capital city. Their findings revealed that the overall prevalence could be estimated as follows: Speech disorders, 14.7%; language disorders, 4.3%; and speech and language disorders, 17.1%. In terms of disorders, prevalence findings were as follows: articulation disorders, 3.6%; expressive language disorders, 1.3%; receptive language disorders, 3%; fluency disorders, 8.4%; and voice disorders, 3.6% (TchounguiOyono et al., 2018). They also concluded that prevalence figures are higher than those reported for other countries, and emphasise there was an urgent need to develop speech and language services for the Cameroonian population.

In the classroom, language disorders can exist when a learner's first language is not the school's language of instruction, although it can be challenging to diagnose. About three to five per cent of secondary school learners are estimated to have language disorders. Three-quarters of these are boys (Patchell & Hand, 1993). Research has also shown that a learner with language disorder acquires a second language (L2) more slowly and might have severe challenges in reading or even writing using their first language (L1) (Garcia & Tyler, 2010). Such learners struggle in the classroom as the curriculum is delivered in a second language. Learners with language disorders are just relegated in the mainstream classrooms falling in the cracks of the system. My experience has shown that learners with language disorders do exist in mainstream secondary schools. Still, they are often labelled as "dull" and are often screened to occupy the last classes. Also, it is difficult to assist learners with language disorders because teachers do not have the expertise to help learners with language disorders (Zwane & Malale,

2018). There are no resources to equip teachers to assist learners with language disorders. The school programme does not accommodate learners in need of extra help, such as learners with language disorders. These challenges are discussed fully below.

Most secondary school teachers are not fully trained to assist learners with special needs like language disorders. Most teachers in the mainstream are only trained on basic teaching pedagogies as well as their subject content. Navsaria et al. (2011) conducted research in South Africa to describe teachers' views on why learners experienced difficulties with written language as often seen in language disorders and how to overcome these difficulties. The school system's challenges included limited training and lack of support for teachers, poor foundation skills in learners and difficulties with language, large teacher-learner ratios, and absence of a library within the school. One teacher also estimated that 70% of the learners in her grade 5 class were not meeting the written language outcomes for the grade, while only 30% of the learners were able to write coherently (Nasvaria, 2011). Greaney (2016) also agreed that many teachers do not know how to provide support for learners with language disorders in their classrooms due to lack of professional training, lack of professional development and costs associated with resources, including salaries and materials.

More so, there are no resources to support learners with language disorders in mainstream classrooms. Daniel and McLeod (2017) investigated the challenges faced by children with language disorders at school and the challenges their parents faced in meeting the development and educational needs of their children. The study revealed that "challenges were centred on the need for specific expertise in the school setting, and access to an additional classroom and professional services to support these students' engagement in the learning and social environments of school" (Daniel & McLeod, 2017, p.49). The learners' disorders affected their confidence and participation in classroom learning experiences, and reflected in difficulties in reading in the school context in general. This also negatively impacted their educational progress. "The perceived lack of targeted resources in schools to support their children and the need to identify and fund additional support outside the school was problematic for these families" (Daniel & McLeod, 2017, p.90).

In addition, the school timetable does not accommodate the support of learners with language disorders. Experience has shown that secondary school teachers do not have enough time to offer support to learners in need of special attention. Gunnarsdóttir (2014) conducted a study and concluded that Icelandic students with language disorders frequently struggle in their language learning process and the assistance they are provided with is limited to external aids

such as audiobooks and extended exam times. In addition, teachers did not seem willing to assist learners with language disorders due to time constraints. Therefore, learners with language disorders often struggled academically and automatically failed at the end of the course.

Importantly, the studies reviewed discussed the challenges faced by learners with language disorders in mainstream secondary schools. I believe that these problems' primary source is the lack of systemic support strategies to support such learners in multilingual contexts. There is an urgent need to support learners with language disorders to thrive in a multilingual classroom where a second language is used as the main MoL.

2.8 CONCEPT OF MULTILINGUALISM

Multilingualism is a global phenomenon, it is a result of the cause and effect of colonialism, globalisation, immigration and the advancement of technology (Coulmas, 2018). Defining the term multilingualism can be very tricky, it depends with the context. The term can be applied to people who have competencies in a number of languages or a community where many languages are used (King,2017). In this context, multilingualism refers to presence and use of a number of languages in one country, city or community (Aronin,2019).

2.8.1 Multilingualism in Education

Multilingualism in the classroom receives the most attention in this study. This issue has been one of the most important political and social challenges for nations because language identity is just as critical as other cultural identities (Bhaskaran, 2017). According to Nyika (2014), English is arguably the most widely used language. In Africa, the main language of instruction used in most educational systems is English followed by French. In South Africa, English may not be the most spoken language, but, in written form, it continues to dwarf the other languages (Jacobsohn, 2019).

One might wonder how English became so important in African education. McGregor (1971) argues that, historically, the missionaries who introduced formal education in Africa learned the local African languages amongst the people where they worked quickly and comprehensively; however, these African languages could not easily become the language of instruction because there were too many of them; hence English became the primary language for instruction. However, the role of first language in the classroom is still important in the use of second language as medium of instruction (Omidire, Ebersohn, Leask, Konza & du Plessis, 2018). First language skills must be built up in early foundation for further learning: requiring a

child to learn abstract or academic concepts through a process which expects them to first link new second language to the corresponding words in their first language and then to process, retain and use that academic language (Rogers, 2014).

It is unfortunate that many schools expect their learners to learn a second language as quickly as they do their first language. Some learners' language skills develop faster than others, and they master the second language faster, while others with language disorders tend to lag behind in mastering the second language (Rogers, 2014). Hence, pushing learners with language disorders to perform academic tasks and master the second language beyond their intellectual development ability, is also bound to fail until their brain has had time to develop sufficiently (Rogers, 2014).

Therefore, before the use of second language as medium of instruction there is need for teachers to consider the language development of a learner, the way in which the language is learnt, the learners' context and the curriculum design (Omidire et al, 2018). It is important to support learners who are experiencing delays in acquiring the second language used for teaching and learning. They must be accommodated and supported to thrive in multilingual classrooms like their peers whose language development is progressing at a normal rate.

2.9 THE EFFECT OF THE USE OF THE SECOND LANGUAGE (L2) AS THE MEDIUM OF INSTRUCTION

Since today's world places great value on global understanding and the acquisition of international languages, academics would agree that studying international languages like English provides learners' access to a global cultural and intellectual heritage in addition to their own. Therefore, it is a requirement that a learner must acquire and use English in most formal education systems (DiFino & Lombardino, 2004). This requirement is not problematic in itself. But what happens if some learners have difficulty fulfilling the requirement? Learners with language disorders encounter some difficulties in learning the spoken and written code of their first language. In learning second language languages, they experience more pervasive language deficits. Their difficulties are mostly conceptual and are often most apparent in a depressed comprehension of their first language (DiFino & Lombardino, 2004). Therefore, it is the responsibility of teachers to make sure that the materials and tasks they use in their classroom are organized and implemented in a way that they meet individual learners' needs. This becomes even more challenging in an inclusive classroom where the educational needs of

students with disabilities differ from those of typically developing students, and where additional modifications and accommodations may be necessary (Ivančević-Otanjac, 2016).

The promotion of multilingual education can be regarded as driving change in language teaching and learning. The existing literature refers to the positive impact of using a second language as the MoI. However, the effectiveness of using a second language remains a contentious issue (Phahla, 2014). According to Nyika (2014), it is also widely accepted that language was and may still be a barrier to quality education in some developing countries. Proficiency in the language of instruction can affect comprehension of content and, hence, learners' performance in various subjects like mathematics and science. Schools are becoming multilingual, and it is unfortunate that some education systems are failing to meet the needs of some learners.

A study was conducted in Australia by Goldfeld et al. (2015). Within the context of a monolingual English curriculum, the Australian multilingual learners who enter school not yet English proficient are at risk of experiencing biased educational outcomes. In their study, a linear regression analysis revealed that multilingual children who begin school with proficient receptive English vocabulary skills, or who acquire proficiency early in schooling, are indistinguishable from their monolingual peers in literacy and numeracy outcomes by 10-11 years. However, later acquisition of receptive English vocabulary skills (i.e. after 6-7 years) was associated with poorer literacy outcomes. They concluded that all children need to be supported during the early years of school to reach their full educational potential. The situation in Australia is similar to that of South Africa. Potgieter and Anthonissen (2017) conducted a similar study in South Africa and concluded that in an education system where second language is used as the medium of instruction, children who begin school with higher levels of proficiency in English are at an advantage than those who begin school at low level of proficiency in English. They argue that, ultimately, those with low level of English proficiency often fail to unlock the door to the desired upward socio-economic mobility.

Lupogo (2014) examined English as the MoI in Tanzanian schools, especially in implementing Vocational Education training. The first impact is failure of effective implementation of Vocational Education Training (VET). This is because the language (English) used by students to acquire knowledge is different from the language (Kiswahili) used in providing particular knowledge related services in the society (Lupogo, 2014). The study also found students' failure to effectively acquire relevant knowledge since the students were not proficient in the language of instruction. Hungi et al. (2018) also investigated the relationship between MoI and developing

literacy skills among pre-school children in Kenya's multilingual environment. The results showed that the learners who were taught literacy skills using Kiswahili significantly outperformed their counterparts taught using English even after adjusting for other factors' effects in the analyses.

The use of a second language as the Mol also contribute to school dropout. Vuzo (2018) examined the degree to which the language of instruction contributed to the school dropout rate. Vuzo concluded that using a second language for teaching and learning in Tanzanian secondary schools impeded the achievement of the United Nations' Sustainable Development Goals (Vuzo, 2018). Despite several other factors that had to be taken into account, using a second language with which many students were unfamiliar as the Mol contributed significantly to the student dropout rate. The unfamiliar Mol contributed significantly to the students' lack of enthusiasm, their disengagement from learning, and ultimately to them leaving the school system. Students can be expected to underperform when they have to use an unfamiliar language to write examinations and participate in class. Both teachers and learners' voices are not heard as would be the case in an ideal classroom and teaching and learning environment. Students giving up on secondary school education because of the use of an unfamiliar L2 as the Mol leads to numerous further problems, which negatively affect the realisation of the Sustainable Development Goals (SDGs) envisaged by the United Nations in Tanzania. In the same way, the use of L2 as the Mol has also led to serious concerns for the language skills among South African learners and teachers. Krugel and Fourie (2014) argue that the choice of instruction language is directly linked to poor student achievement. Many English teachers in South Africa do not have the necessary English training and skills to teach English effectively.

Efforts to become proficient in English have led to challenges for learners and teachers. Hsieh et al. (2017) explored Kenyan primary school students' English reading and listening abilities and have indicated several obstacles multilingual primary school learners have to overcome to benefit from English as the Mol. The interview findings indicate that, in using a second language as the Mol, teachers encountered five major challenges, namely (1) mother tongue interference, (2) students' attitudes toward English, (3) lack of usefulness of English language in the community, (4) resource constraints and (5) diverse student backgrounds (Hsieh et al., 2017). Code-switching and code-mixing are evident in most classrooms where a second language is used as the Mol. Similar findings were also reported in Zimbabwe (Viriri&Viriri, 2013).

The studies highlight the challenges faced by learners and teachers in contexts where English as a Medium of Instruction (Mol), its use leads to learners' poor academic performances. This is also supported by Komba and Basco (2015) who conducted a study to investigate the influence of students' backgrounds in the language of instruction on secondary school academic performance. They concluded that the language of instruction used by learners at primary school level influenced significantly students' academic performance at the secondary school level.

Phiri et al. (2015) explored the perceptions of learners and teachers on the effect of the Mol on academic achievement in Zimbabwe. They concluded that learners learn better and benefit more from the education system if the medium of instruction is the same language they use at home (Phiri et al., 2015). Although English is the main Mol in Zimbabwe, teachers and learners often resort to Shona. While they sometimes switch code from one language to another unconsciously, at other times, they make a conscious decision to switch from English to Shona. Teachers code switch or code mix to emphasise pertinent points or give instruction to the learners. Teachers also felt that their learners, especially the learners performing below average, would learn better if Shona was used, however, they were slightly apprehensive about the fact that this medium may disadvantage them in the job market.

In the classroom, learners with language disorders struggle with the use of the second language as Mol. As discussed earlier, research has shown that a learner with language disorder acquires a second language (L2) more slowly and might have serious challenges in reading or even writing using his/her first language (L1) (Garcia & Tyler, 2010). This is also supported by Paradis et al. (2012), who conducted a study and concluded that English language learners with language disorders have significantly lower scores than the typical developing English Language learners. The study also concluded that discrimination of children with language disorders exhibits deficits in similar linguistics, cognitive domains regardless of whether English is their first or second language. Considering the nature of language disorders, learners with language disorders tend to face challenges at school.

The earlier discussion examined studies on the effect of the use of the second language as the Mol in multilingual education systems. There are mixed perceptions on the use of the second language as the Mol. However, judging by the literature reviewed and discussed above, using the second language as the Mol in multilingual societies has brought more harm than good upon learners in the mainstream classrooms. The literature reviewed also focused more on the effects of the use of the second language as the Mol for typically developing learners; hence

very few studies have looked into the effect that the use of L2 has on learners with language disorders (Zoutenbier&Zwitsers, 2019).

Basing on the nature and characteristics of language disorders, a learner with language disorder acquire a second language (L2) more slowly and might have serious challenges in reading or even writing using his/her first language (L1) (Garcia & Tyler, 2010). Paradis et al. (2012) shared the same sentiments, concluding that English language learners with language disorders had significantly lower scores than the typical developing English language learners. In the same vein, Paradis (2016) argued that, English language learners with language disorders acquire English more slowly than learners without language disabilities. Their morphological and non-word repetition abilities impact the performance differences the most.

2.10 SUPPORT STRATEGIES FOR LEARNERS WITH LANGUAGE DISORDERS

The aim of inclusive education is to enable students with special educational needs to benefit from the upbringing and socialization processes at regular schools through mainstreaming (Nai-Kwai Lo, 2007). Research shows that the curriculum should be common and set high expectations for all, be linked to clear learning goals and be connected to the next education (or professional) level (OECD, 2014). The curriculum has to cater for individual differences and stretch each learner beyond what they would typically think of themselves. According to Hamre and Pianta (2005), schools need to set high expectations for what every child can achieve, despite their levels of disadvantage and the achievement levels with which they enter the school. These high expectations can be complemented with support structures and services: positive learning environments offer strong instructional and emotional support.

In the secondary classroom, language is essential for participating and allowing entry to all educational curriculum aspects. According to Brice (2012) a strong relationship exists between communication and academic achievement. Language and communication proficiency, along with academic success, depend on whether students can match their communications to the learning-teaching style of the classroom. According to Dockrel and Lindsay (1998, as cited in Gallagher et al., 2019), most activities undertaken in the classroom require the ability to follow instructions and to formulate sentences, but many learners with language disorders have difficulties with both. Therefore, Brice (2012) argues that, given a correct environment, learners with language disorders can produce excellent results. Many professional groups are involved in assisting learners with language disorders; including teachers, educational psychologists, speech-language therapists, paediatricians and clinical psychiatrists (Bishop et al., 2016). To

appropriately serve learners' speech and language needs, professionals should collaborate to meet learners' needs. However, there is little agreement on effective collaboration between these professions.

Inter-professional collaboration is essential to meet the needs of learners with language disorders. However, it remains difficult to achieve effective collaboration and knowledge of how best to support such learners is still limited (Gallagher et al., 2019). A review of the literature on professional collaboration between speech-language therapists and teachers to assist learners with language disorders concluded that there was little common understanding of language disorders between the professions. These different views are also evident in practice. The literature concurs that although much had been done in the past five years to address issues of terminology and criteria to identify learners with language disorders (Bishop, 2017; Bishop et al., 2016), there was still not sufficient consensus between these professions. I concur with Gallagher et al. (2019) that there is limited literature on collaborative work on intervention strategies to support learners with language disorders. Based on the literature reviewed, most literature on language disorders originates in the Speech Language therapy field of inquiry rather than the education field of inquiry. The education field tends to focus on learners with special needs or learning disabilities in general, and most literature is not specific regarding the support of learners with language disorders. The conclusions reached by Gallagher et al. (2019) are summarised in the diagrams below.

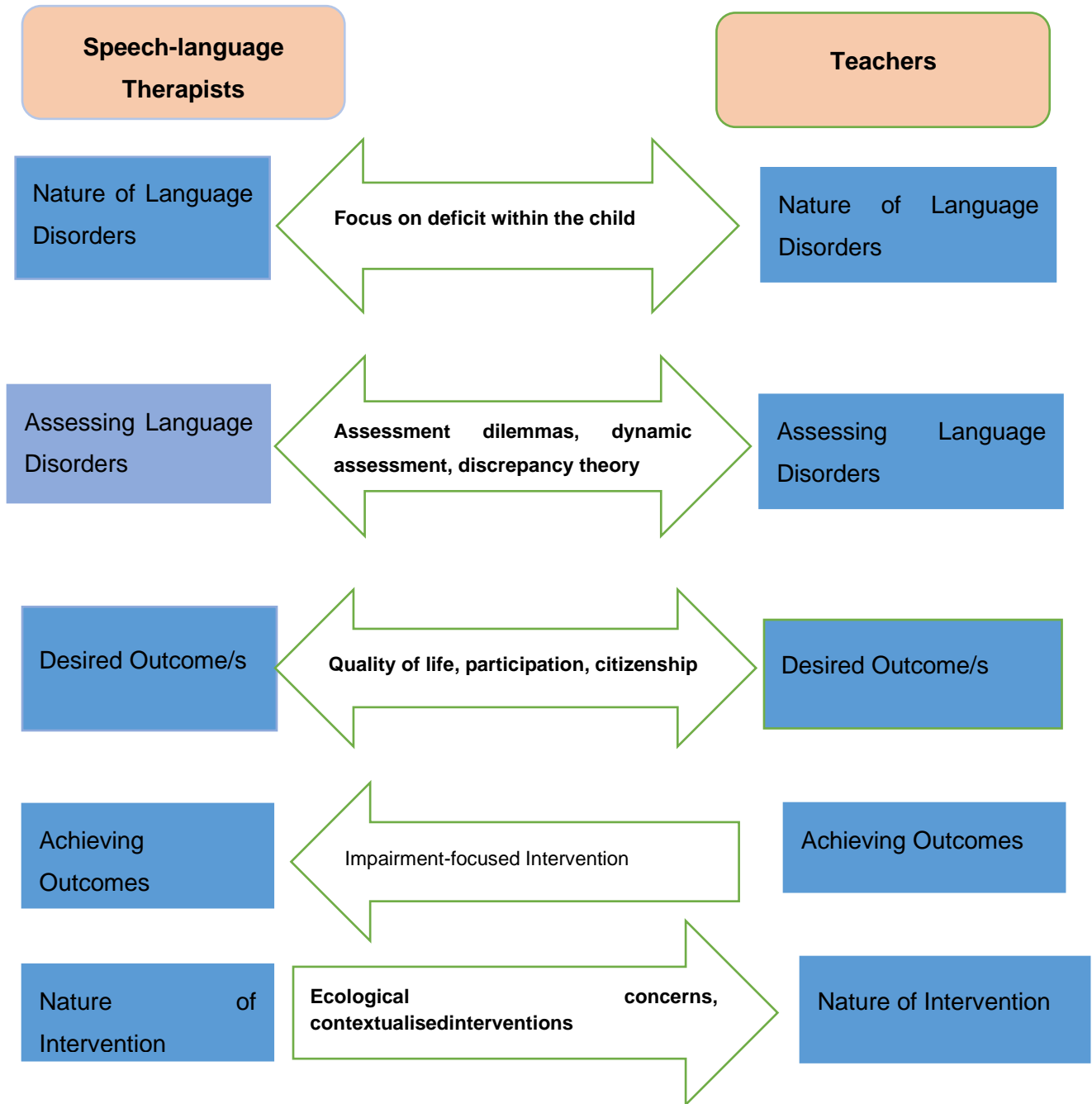


Figure 2.4: Speech-language therapists' and Educators' understanding of support for affected learners

Gallagher et al. (2019, p. 14)

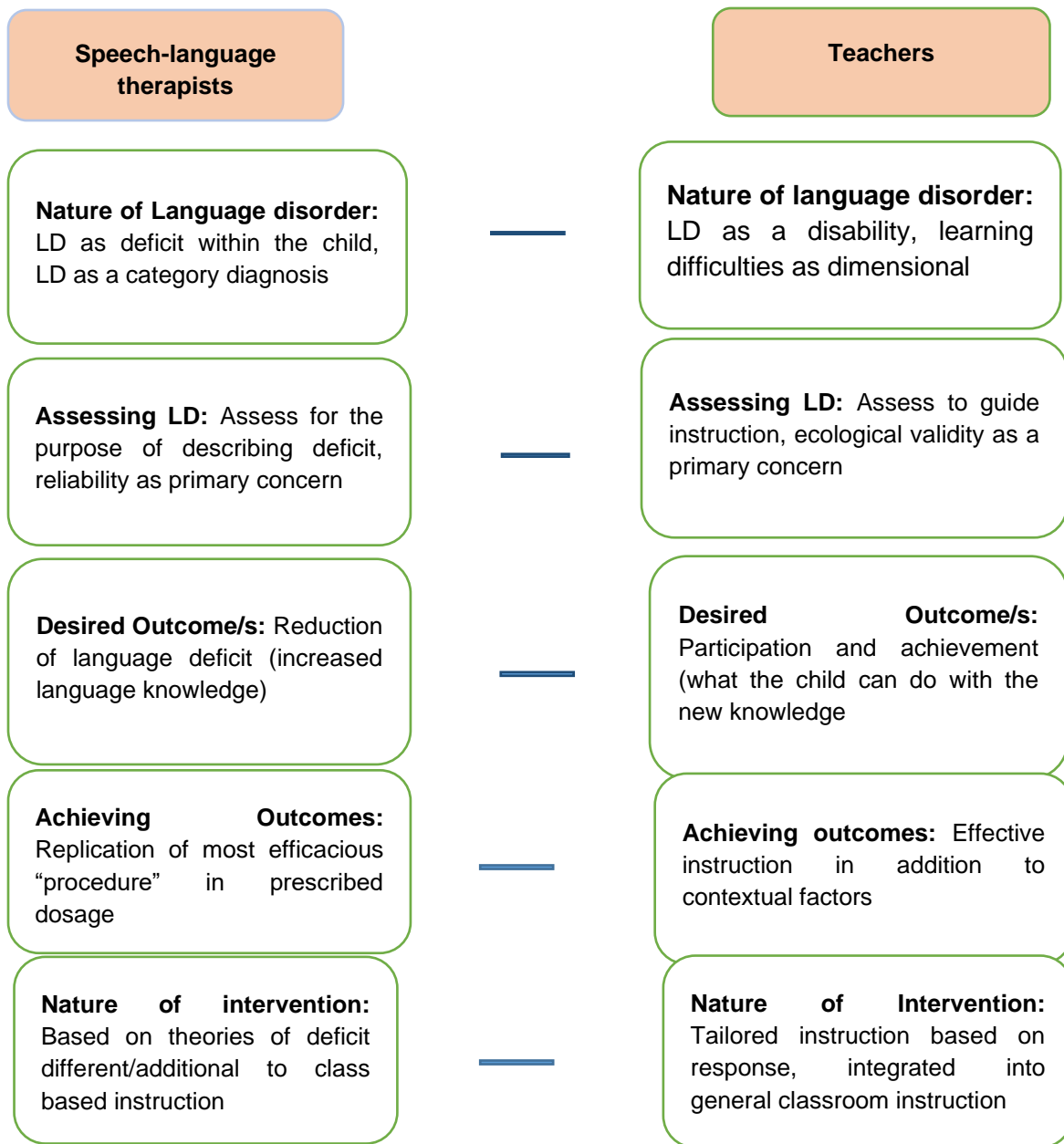


Figure 2.5: Speech-language therapists’ and educators’ differences in language disorders and how learners can be assisted
 Gallagher et al. (2019, p. 13)

Figure 2.4 shows the shared understanding in perspectives between speech-language therapists and teachers about language disorders and how these learners can be assisted. Figure 2.5 presents the differences between speech-language therapists and teachers about language disorders and how these learners can be assisted.

Given this background, strategies to support learners with language disorders will be discussed. It must be noted that professionals in education and speech-language therapy must work hand in hand for their efforts to complement each other in supporting learners with language disorders (Starling et al., 2011).

2.10.1 **Strategies Employed by Teachers**

Teachers make a critical contribution to identifying and assisting learners with language disorders in the classroom. They pay attention to the learners' interaction and the language used during the teaching and learning. Several studies have suggested and evaluated the effectiveness of vocabulary intervention and narrative intervention.

In enhancing vocabulary development, Beck et al. (2013) introduced the "Three Tier organisational structure for prioritising vocabulary" (Starling et al., 2011). According to Beck et al. (2013, p 9):

Tier 1 words consist of basic, everyday words that rarely have to be taught directly, such as "fish" and "eat". Tier 2 words are relatively high-frequency words that are found across a variety of knowledge domains, such as "inhabitants" and "circular". These are words that are "less likely to be learned independently". Tier 3 words have low-frequency use and are limited to specific knowledge domains such as photosynthesis. (Beck et al., 2013, p. 9)

They also recommended that:

supportive interventions at the secondary education level should prioritise Tier 2 words. Vocabulary instruction at this level would then be directed at the words and terminology that teachers have identified as being of the highest importance for understanding newly introduced topics. (Beck et al., 2013, p 9)

Spencer et al. (2017) explored the effectiveness of vocabulary intervention in a small group of secondary school learners. They concluded that learners who received vocabulary intervention showed some significant academic improvement. A similar study was conducted by Murphy et al. (2017), and Lowe et al. (2019) and both studies concluded that the group which received vocabulary intervention showed significant progress.

In exploring narrative and vocabulary intervention among secondary school learners with language disorders, Joffe (2006) conducted a randomised controlled trial with 54 secondary school learners with language disorders. The results showed that there was significant progress

on receptive vocabulary, sentence recall and inferential understanding. Stringer (2006) explored the benefits of a “group narrative and social skills program for 12 secondary school learners with language disorders”, with improvement reported on some sentence-level language tests.

Furthermore, Starling et al. (2011) suggest strategy-based language interventions in assisting learners with language disorders. These include approaches which may incorporate development of metacognitive skills –thinking about thinking and metalinguistic skills – understanding and reflecting about a language. Such techniques enhance a learner’s written expression. Wong (1997, cited in Starling et al. 2011), also suggest the use of “interactive verbal scaffolding and genre-specific visual organisational structures with specific strategies that include think-aloud planning, students and teachers working together on text editing.

2.10.2 Strategies Employed by Speech-language Therapists

Usually, the SLTs’ work begins when teachers have challenges to assist learners with language disorders. Thus, speech-language therapists contribute specialist knowledge and skills regarding learners with language disorders. Miettinen (2016) suggested that speech therapy can be used as an intervention strategy to assist learners with language disorders. Speech-language therapists are specialists trained to diagnose and identify children when there are concerns related to language. Computer-assisted forms of treatment have also become more common.

The primary purpose of screening processes is to identify learners whose language skills have not developed to the expected age-appropriate level. The screening may be done through direct or indirect processes. The direct options include the clinical evaluation of language fundamentals, while the indirect processes available include reviewing reports from educators or parents. There is a wide range of tools for assessing learners’ language challenges. These include comprehensive psychological assessments. According to Law et al. (2017), many of these assessment and screening tools are ‘norm-referenced’, meaning that they have been standardised against a population average as a point of comparison for an individual child’s score.

2.10.3 Inter-professional Collaboration Strategies

Prezas and Ahyea (2017) proposed a multi-tiered support system for learners with language disorders. This tiered framework is used to provide early detection and prevention through academic and or behavioural support to learners. According to there are three tiers of support within the framework. In Tier 1, teachers monitor the progress of all learners and inform the

appropriate school personnel and families of any concerns should they rise. Oftentimes school-based SLTs provide in-service trainings to teachers/staff and explain basic communication skills and speech/language disorders; including things to monitor in the classroom (Prezas&Ahyea, 2017). In Tier 2, if the teacher identifies a learner in need of support, a meeting with relevant professionals is held. For instance, if a learner as challenges related to speech and language, the SLT acts as a consultant to the teacher, observer in the classroom, and with consent from the parent, the SLT may screen the learner. Then finally may offer the teachers strategies and tools for working with the learner (Prezas&Ahyea, 2017)

After a period where the teacher has utilised strategies suggested by the speech-language therapists and other interested parties, data from Tier 2 is analysed, and a call is made whether more individualised strategies/supports are indicated for a learner, by utilising the options in Tier 3. At this level, the SLT [speech language therapist] usually is more involved and visits the classroom in order to model strategies and provide intervention (either one-on-one or in small groups, such as a classroom centre) (Prezas&Ahyea, 2017)

Ebbels et al. (2019, p 5) also present a tiered intervention model for learners with language disorders. This intervention model is similar to the one proposed by Prezas et al. (2017). According to Ebbels and colleagues:

Tier 1 aims to provide high-quality teaching for all; Tier 2 provides education-led language programmes for children performing just below age expectations, and Tier 3 focuses on children with identified language disorders who are not making expected progress and are likely to require individualized intervention (Ebbels et al., 2019, p 5)

Tier 3 represents an individualised intervention, where a learner is registered to a Speech-language Therapist for further help and assessment.

This [Tier 3] is split into: A. Tier 3A: Indirect individualised intervention planned and monitored by the SLT but delivered by parents or a member of the children’s workforce. B. Tier 3B: Direct individualised intervention, delivered by the SLT who planned the intervention. (Ebbel et al., 2019, p 6).

Figure 2.6 presents the 3-Tier intervention proposed by Ebbel et al. (2019).

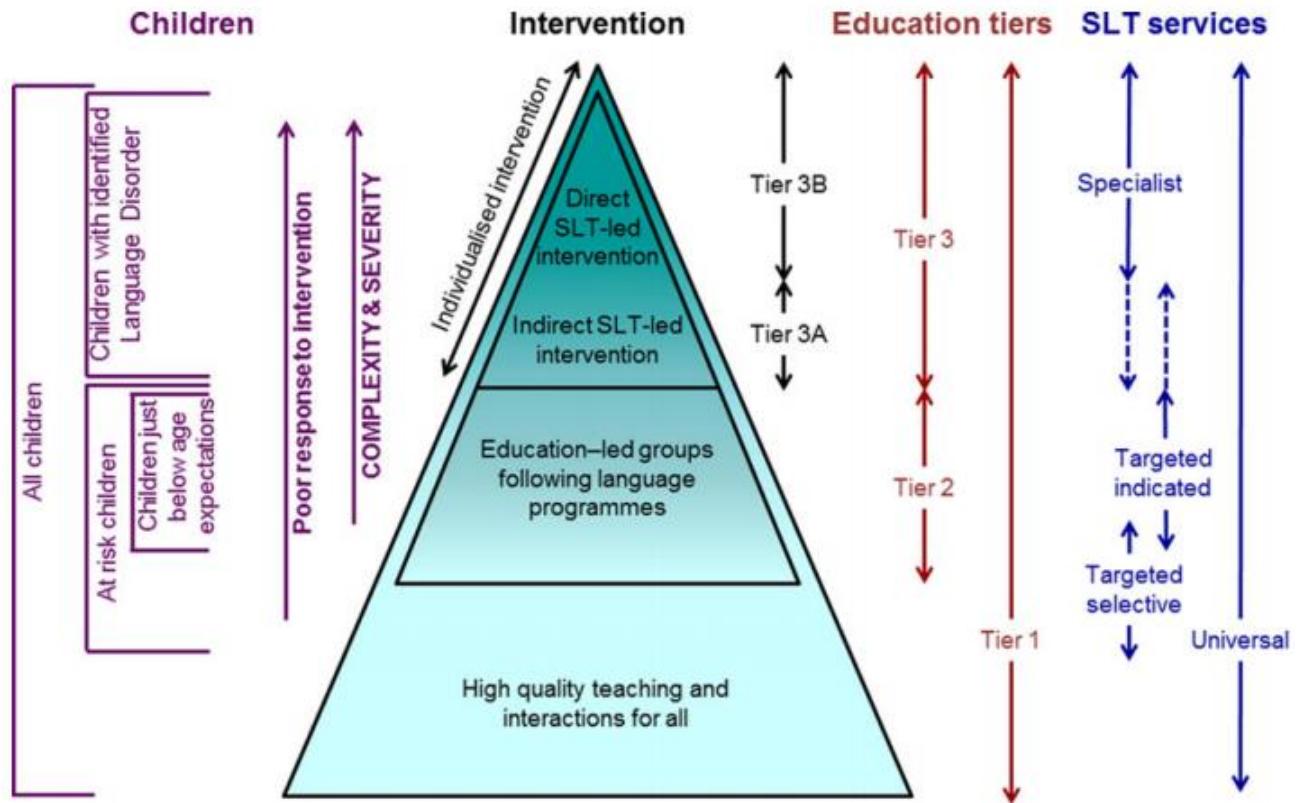


Figure 2.6: The three-tier model of intervention for learners with language disorders. Ebbels et al. (2019, p. 5)

Unlike Prezas et al. (2017), Ebbels et al. (2019) stresses the role played by the speech-language therapist. Their role must not only begin at Tier 3. However, the SLT must offer teachers guidance and support throughout the process of teaching. They must influence public awareness and policies, provide advice and problem-solve evidence-based programs in Tier 2. They must also be active in assessment, planning, training and monitoring others delivering the indirect intervention and monitoring of progress (3A) as well as be actively involved in assessment and monitoring of progress on an individual learner (3B). Figure 2.7 summarises the role played by the speech-language therapist.

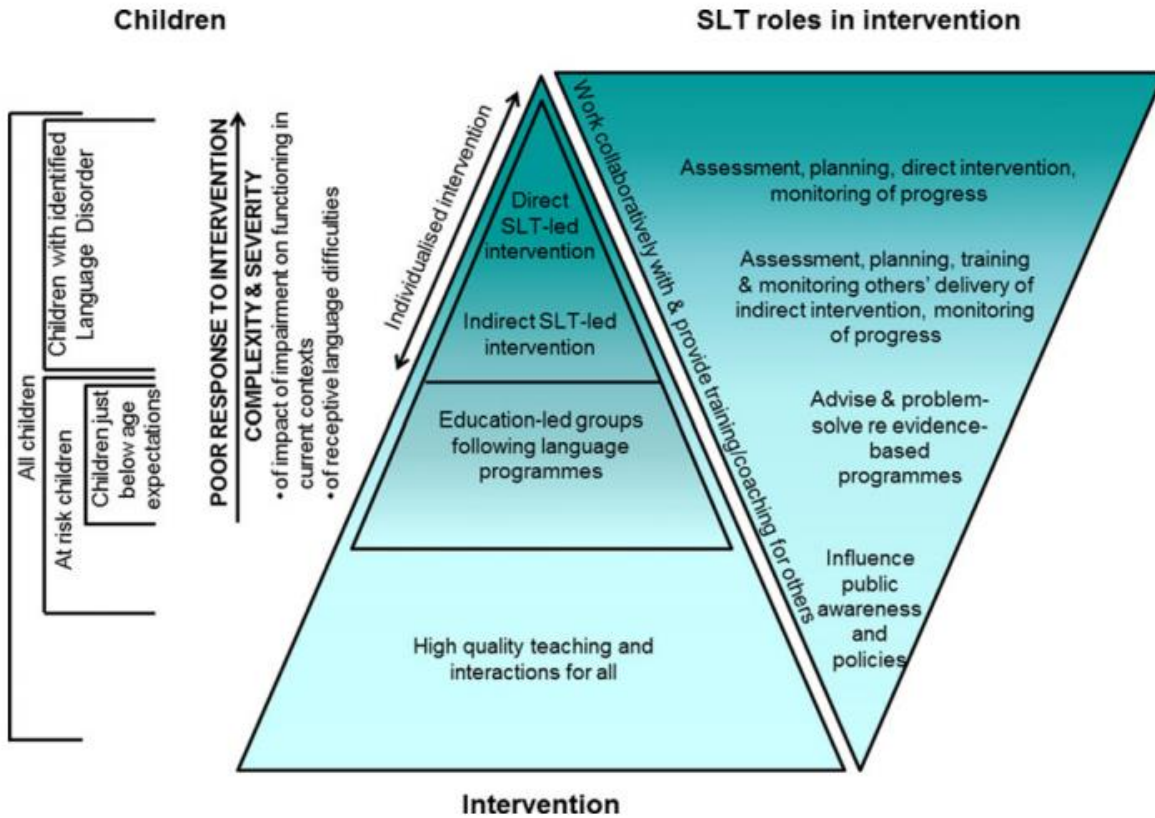


Figure 2.7: Speech-language therapists' roles in intervention strategies on learners with language disorders
 Ebbels et al. (2019, p. 11)




	<p>Effective Description, Referral and Identification:</p> <ul style="list-style-type: none"> • Increase public and professional awareness of profile and needs • Use consistent terminology • Use evidence-based up to date diagnostic criteria • Provide training for relevant personnel • Ensure timely onward referral 	<p>Provide Comprehensive Assessment:</p> <ul style="list-style-type: none"> • Based on bio-psychosocial model: impairment, activity, functioning • Considering: parent, teacher and child concerns; differentiating conditions, co-occurring needs and risk factors; clinical markers • Incorporating: formal standardised & informal assessment tools; dynamic assessment; onward referral if required • Which is: culturally appropriate; multi-disciplinary and • Timely & repeated as required: consider response to intervention; monitor at transitions. 	
	<p>Provide a Continuum of Effective Quality Intervention:</p> <ul style="list-style-type: none"> • Based on bio-psychosocial model: impairment, activity and functioning • Individualised evidence-based care plan • Access to appropriate care pathways • Ensure delivery at sufficient intensity and frequency • Provide intervention across the age-range as required • Comprehensive negotiated goals and monitored outcomes based on achieving functional and meaningful impact • Support key educational and life transitions. 	<p>Incorporate Multi-Disciplinary Supports & Collaborate:</p> <ul style="list-style-type: none"> • Speech and language therapy to work in partnership with and listen to children, adolescents and parents • Evidence-based and supported collaborative work between speech and language therapists and teachers • Multi-disciplinary supports and interventions • Specialist services and clinicians to profile and support children with complex needs. 	
			

Figure 2.8: Model to meet the needs of learners with language disorders IASLT (2017, p. 24)

Figure 2.8 presents ways of supporting learners with language disorders suggested by the Irish Association of Speech and Language Therapists (IASLT) (IASLT, 2017). First, for effective description, referral, identification, and provision of comprehensive assessment; professionals must collaborate and use consistent terminology and evidence-based up to date diagnostic criteria. According to Adloff (2020, p 3283), “the diagnostic decision process is usually framed in a binary way: Impaired versus not impaired. Only children who are diagnosed as impaired receive intervention. As there can be harmful effects of misdiagnosis, much emphasis has been placed on having accurate diagnostics.” More flexible assessment tools are essential to adequately assess learners with language disorders’ requirements in multilingual contexts. “There are few if any appropriately standardised assessment tools and, in some instances, limited availability of information on the typical milestones of language development besides English” (IASLT, 2017, p 24). The IASLT state that learners from multilingual background need an assessment process that is able to identify whether they have a language disorder or a second language learning need.

There is a need for increased public and professional awareness of language disorders. The terminology around language disorders has evolved, but evidence still points to limited

awareness of language disorders (Adlof, 2020). Therefore, it is critical to make issues relating to language disorders more visible to the general public, policymakers and others to ensure that learners with language disorders can fully participate and achieve meaningful outcomes during the educational process (IASLT, 2017). There is a need for in-service training of teachers in speech, language and communication needs. This will greatly assist in the process of identifying learners with language disorders timeously in the classrooms.

In providing a continuum of effective quality intervention; all learners with language disorders should be provided with an appropriate and effective individualised education plan that references their communication and other needs as required. An Individualised Education Plan should consider the long term outlook for the impairment and reflect the changing requirements for multi-disciplinary services and resources needed by the individual with a language disorder, from the pre-school level to the secondary schooling level (IASLT (2017). It must provide a guide about how to optimise interventions and provide appropriate support for the specific learner by utilising best practices. According to the IASLT (2017), it is critical to recognise learner's need for support on transitions between school settings (for instance, from primary to secondary school).

It is also important to note that the Individualised Education Plan must be agreed with the learner and their parents concerning the support required as well as the desired outcomes (IASLT, 2017). Intervention can only be successful if there is collaboration between the speech-language therapist, educator and parents. The speech-language therapist's intervention is the key, but the speech-language therapist must work with other professionals such as educators or remedial therapists to diagnose and provide the needs of children with language disorders. There is a need to improve the links between speech-language therapists and teachers to enhance identification of and provision of service to children with language disorders (IASLT, 2017).

2.10.4 Implementation Challenges

Teachers and speech-language therapists face several challenges as they assist learners with language disorders. Such challenges become an obstacle for effective intervention for learners with language disorders. Krystal (2015) conducted a study to explore effective teaching strategies for learners with language disorders who were integrated into mainstream classrooms. The purpose of the research was to help teachers find ways in which they could help to improve learners' speech abilities while in their mainstream classes. The findings

showed that there were many effective teaching strategies for teachers to use to support the improvement of their learners with language impairments.

However, some factors have hindered the effective implementation of strategies to support learners with learning disorders. Krystal (2015) asserted that teachers reported challenges in having learners with language disorders in their mainstream classes, and complained about the effects of these challenges on their learners' self-esteem and confidence. Most teachers did not feel adequately trained or confident in implementing teaching and learning strategies that were responsive to language disorders because they were not adequately trained for speech therapy. They were more concerned about these students' social and inclusion rather than developing their students' speech skills (Krystal, 2015).

O'Connor and Gieger (2009) also investigated the challenges faced by teachers in teaching learners with language disorders. The challenges included learners' academic and socio-emotional difficulties and a lack of parent involvement in their children's education, a lack of trained teachers to deal with learners with language disorders, a lack of essential resources for teaching, e.g. a picture vocabulary, themed textbooks and objects. In the same vein, Mampe (2016) noted that teachers faced challenges in assisting learners with language disorders due to inadequate structures and programmes in mainstream schools to address learners' language barriers to learning.

Furthermore, Kiss and Lin (2016) examined the beliefs, knowledge and practice of specialist teachers who taught English to learners with language disorders in Singapore. The results revealed a weakness in the teachers' language awareness and a lack of grammatical knowledge, which negatively impacted their effectiveness as teachers of learners with language disorders. Teachers also disagreed on the importance of grammar and how best to teach grammar.

Speech-language therapists in most African countries do not play a visible role in assisting learners with language disorders in mainstream secondary schools. In South Africa, learners with language disorders fail to achieve the necessary outcomes in language and literacy. However, speech-language therapists (SLTs) do not play a visible role in the public sector education due to several factors; notably, the current human resource capacity of SLTs is severely limited. The available human resource data indicated that there are "186 speech therapists across the country appointed at special schools, while there were 73 'office-based'

therapists (a general category which includes occupational therapists and physiotherapists)” (Kathard et al., 2011, p 65).

The issue of language usage when assisting learners with language disorders remains a contentious issue (Goral & Conner, 2013). Specifically, Pascoe and Norman (2011) pointed out that in South Africa, the existing body of SLTs does not reflect the linguistic and cultural diversity of the population it serves. It is also important to note that a diagnosis of language disorders cannot be made by assessing learners in their second language only (Jordan & Yelland, 2003, as cited in Pascoe & Norman, 2011). Most therapists speak English or Afrikaans with little knowledge of other official indigenous languages in South Africa. Therefore, it can be very difficult for a learner with language disorders to be assisted by the SLTs. Clearly, the system does not cater for learners with language disorders who speak indigenous languages as their first languages are not supported. They tend to fail academically, as there are no specific support services for them to thrive in the classroom were a second language is used as the Mol.

In Zimbabwe, there are no effective support services for learners with language disorders. Cooley (2007) noted that ideally, learners with language disorders should be assisted by SLTs in schools. However, it is important to note that this may not be feasible in developing countries like Zimbabwe. The same sentiments were shared by Michele Angeletti, country representative of the Christian Blind Mission who argued that Zimbabwe desperately needs speech-language therapists to work in public institutions like schools. He added that currently there is not a single speech therapist working in public service in Zimbabwe. This was confirmed by the permanent secretary in the Ministry of Health and Child Care, Dr Gerald Gwinji, who says that the government does not have money to pay these specialists' salaries. He added that Zimbabwe trains SLPs, but can't retain them, because their expertise is highly marketable and they work for private organizations (Hutchins, 2016).

Another example, Cameroon is a multilingual country characterised by 250 indigenous languages but with the old colonial languages, English and French, as official languages. According to Echu (2014), about 80 % of the Cameroonian population are formally educated in French, and only 20% in English (Echu, 2014 cited in TchounguiOyono et al. 2018, p 1239). Nana (2013) highlights that in Cameroon, the education system consists of two subsystems: An Anglophone subsystem of education based on the Anglo-Saxon model and the Francophone subsystem following the French model. However, the main barriers to determining the prevalence of language disorders in Cameroon are the lack of valid and reliable local speech and language tools. According to TchounguiOyono et al. (2018, p 1239), “the only three speech-

language pathologists in the country are private practitioners. There are no speech and language pathology services in the health and education public sector, and there are no speech and language pathology education and training programs at the universities in the country.” This means that very few learners with language disorders are being assisted by professional speech and language therapists, which is a serious problem.

In addition, speech-language therapists themselves also face several challenges in dealing with learners with language disorders. O’Toole and Hickey (2013) conducted a study to explore the challenge facing speech and language therapists and psychologists in diagnosing SLI [specific language impairment] in bilingual children acquiring Irish and English. The challenges included an absence of standardised tests available in Irish. Both professions end up translating existing English-based language and psychological assessments. Also, the time-consuming nature of informal testing resulted in professionals being under much pressure to allocate sufficient time to assist learners with language disorders.

Speech-language therapists in South Africa are also facing the same problem. Southwood and Dulmo (2015) noted that there is still an absence of appropriate assessment and remedial material for Afrikaans and African languages.” It was suggested that “the increased number of African language speakers entering the profession may contribute to better service delivery to the diverse South African population (Southwood & Dulmo, 2015).

In this section, strategies to support learners with language disorders were discussed, as well as factors that hinder effective implementation of these strategies. It must be highlighted that the effectiveness of these strategies is blurred by the challenges faced by professionals (teachers and speech-language therapists) who deal with learners with language disorders. As a result, there is limited research into systemic strategies to support secondary school learners with language disorders. Furthermore, a gap still exists in literature because there is limited research on the effect that the language of instruction has on learners with language disorders.

2.11 CONCEPTUAL FRAMEWORK

The study was underpinned by Stephen Krashen’s (1988) theory of second language acquisition as well as Vygotsky’s sociocultural theory and a theory on language development. Bronfenbrenner’s (1990) ecological systems theory on human development was used as the theoretical framework for implementing inclusive education.

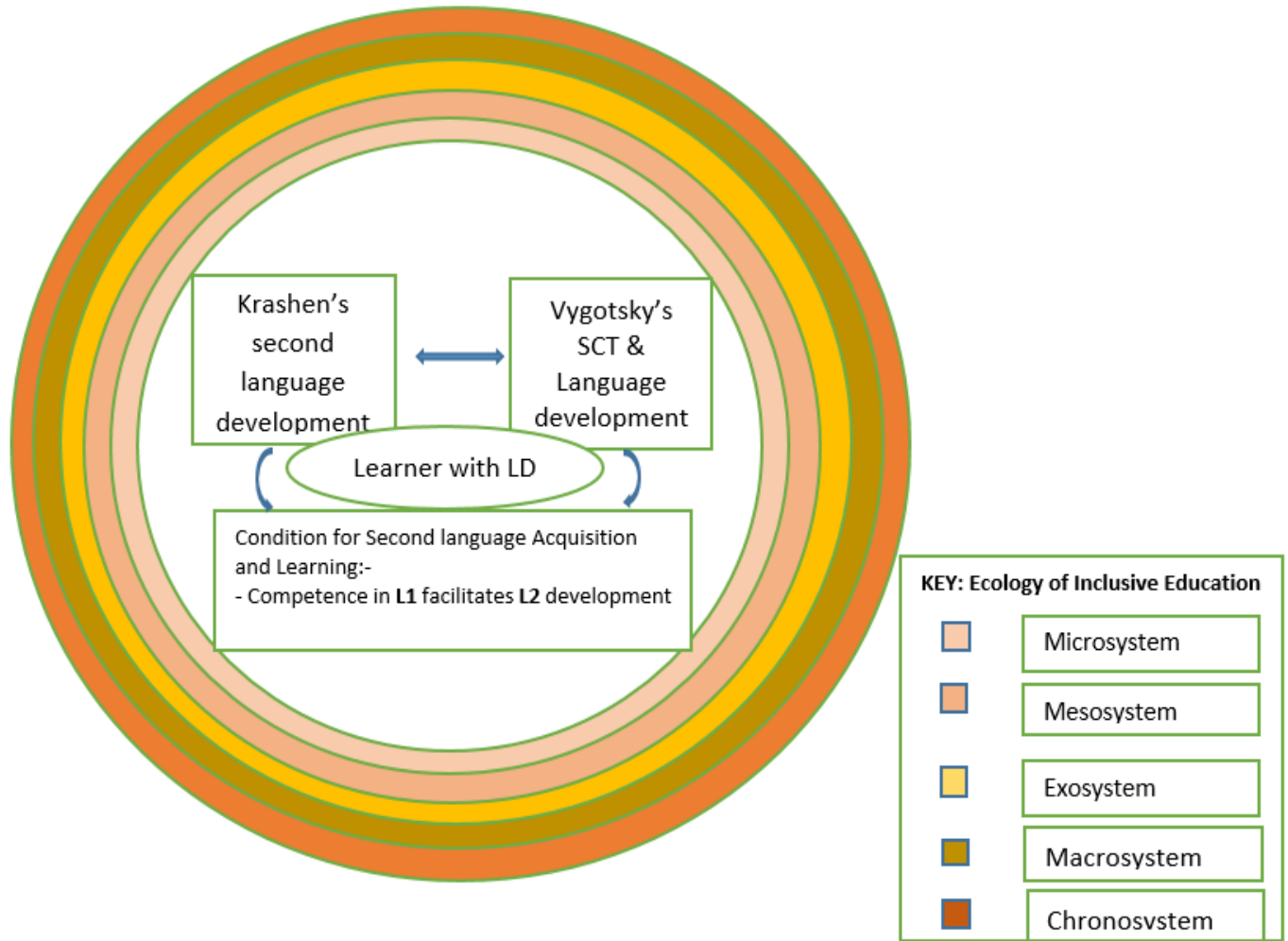


Figure 2.9: The conceptual framework

2.11.1 Vygotsky's Socio-Cultural Theory and Theory on Language Development

Vygotsky (1896–1936) developed a Socio-Cultural Theory (SCT) in his writings that placed education between an individual and their culture. According to Panhwar et al. (2016), “Vygotsky theorised, and empirically explored that development is initiated by social and cultural influences and interactions which lead to higher and deeper mental development and functions” (p. 2). “The theory argues that the development of human cognitive and higher mental function comes from social interactions and that through participation in social activities requiring cognitive and communicative functions, individuals are drawn into the use of these functions in ways that nurture and ‘scaffold’ them” (Aimin, 2013; p. 162). From Vygotsky's perspective, “children's early language learning arises from processes of meaning-making in collaborative

activity with other members of a given culture” (Liwei, 2010, as cited in Aimin, 2013, p. 162). Vygotsky (1978, p. 86) defined the Zone of Proximal Development (ZPD) as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers”. In other terms, the child possesses the potential to solve problems partially independently and partially under the guidance of more knowledgeable others like adults and peers (Dastpak, et al., 2017).

According to Aimin (2013), language acquisition should have the following basic elements:

Firstly, people should have the elementary level of language function and mental function which come from the phylogeny development and the neural system. Secondly, language and thought can be combined in a certain condition. At this time, speech is mediated by thought and thought is mediated by speech. And both speech and thought are combined together and develop into a kind of higher mental function. The combination here is completed by participation in social communication and social activities. (Aimin, 2013, p. 165)

Lantolf and Thorne (2007, as cited in Aimin, 2013, p. 162) stated that “the principles of the Socio-Cultural Theory can also apply to Second Language Acquisition (SLA)”. They explain that “learning is embedded within social events and occurring as an individual interacts with the environment”. In the process of Second Language Acquisition, “learners are encouraged and required to think as well as speak in the target language; language and thought should be closely connected with each other. The root for this connection lies in social communication activities” (Aimin, 2013, p.164).

In approaching second language research, Vygotsky emphasised the importance of studying the interconnectedness of the second language acquisition processes with first language acquisition processes. Vygotsky (1987) argued that a learner already possesses a system of meanings in the first language when they begin to learn a second language. This system of meaning is transferred to second language acquisition. Hence, before educators present the second language to learners, they must first assess learners’ present language competence in speaking, writing or test-taking (Min, 2006).

2.11.2 Stephen Krashen's (1988) Second Language Development

According to Krashen's (1988) theory on second language development; there are two independent systems of second language development, acquired and the learned systems. The acquired system is the result of meaningful interaction using the target language. The process is similar to when children are acquiring their first language (Krashen, 1988). The Learned system is the product of formal instruction. It results in a child's knowledge about the language (e.g. grammar rules). The difference between the two systems is that the acquired system is the product of a subconscious process while the learned system is as a result of a conscious process (Krashen, 1988). Krashen (1988) added that Second Language Learning (SLL) does not facilitate Second Language Acquisition (SLA). Hulstijn and De Graaff (1994) indicated that L2 utterances are generated on the basis of ... [acquisition]". They continued by stating that learning "only plays a role in monitoring the utterances thus generated. Grammar instruction may result in SLL but cannot result in or effect fluency in the L2 language.

In his monitor theory, Krashen argues that the acquisition system is the utterance initiator while the learning system performs the role of the 'monitor' or the 'editor'. The monitor acts in editing and correcting function when specific conditions are met: if the second language has sufficient time at its disposal, focus on form or think about correctness (i.e. language rules) (Krashen, 1988).

The "learned system" is generally used today in most schools where attention is focused on the use of the English language and its written form. The main objective is for a learner to understand the structure and rules of the language. According to Schutz (2002), the task requires an intellectual effort and deductive reasoning. Teaching and learning are technical and based on a syllabus. Learners memorise irregular verbs, vocabulary and how to form the perfect tense. (Schutz, 2002).

2.11.3 Second Language Development in Multilingual Contexts

Krashen argues that second language acquisition is very identical to the first language acquisition; but not the same way. He stressed the significance of the natural way of acquiring a language instead of learning grammatical rules (Raju & Joshith, 2018). A meaningful output is only possible when one gets valuable input. Krashen argues that comprehensible input is one of the most effective ways of language acquisition. Krashen (1982, cited in Raju and Joshith, 2018) argues that a learner needs to get a wide variety of language inputs for better acquisition through reading books, having conversations with natives and listening to the target language.

The acquisition must be possible while getting more exposure to the target language atmosphere. The learner must be more comfortable and freer in the second language classroom environment. The learner must be free from any kind of anxieties or worries for real language acquisition to be possible (Raju & Joshith, 2018). “The learner improves and progresses along with the ‘natural order’ when they receive second language ‘input’ that is one step beyond their current stage of linguistic competence” (Schutz, 2002).

2.11.4 Second Language Development of Learners with Language Disorders

One of the conditions stated by two theorists for second language acquisition is proficiency in the first language, the “current stage of linguistic competence” as highlighted by Krashen. Based on language disorders' nature and characteristics, learners with language disorders face challenges in acquiring a second language. Studies have revealed that learners with language disorders lack certain skills to communicate effectively, even in their mother tongue; hence they automatically struggle to acquire the second language at an appropriate level of proficiency (Garcia & Tyler, 2010; Gillespie, 2015; Paradis, 2016). Khudsen (2012) also argues that how the second language is generally used and taught in secondary schools does not accommodate learners with language disorders. In secondary schools, the way second language is used and taught, “is usually based on, and created for, an ‘ideal ... learner’ one who has a good grasp of universal grammar as well as an almost natural ability to comprehend and learn new languages” (Schneider, 2009, as cited in Forghieri, 2017, p. 95). So, the use of a “learning system” in second language acquisition in secondary schools negatively affects learners with language disorders.

2.11.5 The Ecology of Inclusive Education

The advent of Inclusive Education (IE) has quietly changed the views of many countries on human ecology with the new viewpoint rooted in the concept of human rights and equality. Inclusive Education is based on a belief that: the inclusion of children with Special Needs in mainstream schools is beneficial for their studies and growth (Nai-Kwai Lo, 2007). The new viewpoint has been embedded in the creation of numerous declarations and multiple directives concerning Inclusive Education and multiple directives concerning human rights and inclusion (i.e. The Declaration of Children’s rights 1386/1959; The declaration of the Rights of Mentally Disabled People, 2856/1971; The Declaration of Disabled People’s Rights, 3447/1975; The Declaration of SUNBERG for Disabled People,1981; The Salamanca Statement for Special/Inclusive Education: A Framework for Action,1994; The International Top Conference

on Social Development and Inclusion, Copenhagen,1995)” (Vlachou, 2003, p.2). Tahir et al. (2019) define Inclusive Education as an approach to mixing special education and general education learners in a classroom setting, lifelong learning and create a more equitable society.

The ecology of Inclusive Education presents a framework which examines how inclusive education occurs in the school setting. Bronfenbrenner’s theory’s central point relates to “the interactions created between the developing and active individuals and their nearer and wider social context that surrounds them and influences them directly and indirectly (Panopoulos&Drossinou-Korea, 2020). The theory presents five ecological system theories which influence the psychological development of a child. These are the Microsystem, Mesosystem, Exosystem, Macrosystem (Bronfenbrenner, 1990) and the Chronosystem (see Figure 2.9). For a learner with special needs such as language disorders in an inclusive education setting, the five systems describe the interwoven networks of transactions that create a learner’s ecology. These systems are discussed below, as explained by Panopoulos and Drossinou-Korea (2020).

2.11.5.1 Microsystem

“The microsystem comprises of the daily environments in which the person transits and makes reciprocal face-to-face contacts” (Hayes et al., 2017, p. 15). The school is the most important microsystem of a learner. The school environment, the learning process and the relationships learners with language disorders develop ... with their peers and educators, contribute to their social, cognitive and academic development (Anderson et al., 2014b). The school curricula must be appropriate for all learners regardless of their special education needs (Nai-kwai Lo, 2007). Learners with language disorders’ learning paths are influenced by those who they are in direct contact with, such as educators and speech-language therapists who provide support services. Teachers, speech-language therapists, remedial therapists and educational psychologists play a very important role in assisting learners with language disorders to realise their potential. Inter-professional collaboration is essential to meet the needs of learners with language disorders (Gallagher et al., 2019). Also, because inclusive education constitutes a shift of paradigm in pedagogy, teachers must understand theories and methods needed for special education.

The school is governed by social and physical elements, each of which contributes to the development of each student. The social elements of the microsystem include students, teachers, the principal, and their relationships, while the physical elements include the school

building, the classrooms, the courtyard, the curriculum, and the teaching methods” (Petrogiannis, as cited in Panopoulos&Drossinou-Korea, 2020). Still, relationships between the learner and other peers can also greatly influence the learner’s social and learning behavior (Schwab et al., 2015).

2.11.5.2 Mesosystem

The Mesosystem is made up of the connections between the various microsystems in which an individual is actively involved. As an example, the inter-connections occur between the school and other microsystems such as the family and support structures accommodating learners with language disorders (Anderson et al., 2014b). For effective implementation of strategies to support learners with language disorders, the family must be very supportive. There must be a smooth inflow of information and support strategies for the learner between teachers and the family.

2.11.5.3 Exosystem

According to Petrogiannis (2003, pp. 143-147, as cited in Panopoulos&Drossinou-Korea, 2020), “the exosystem as a third cycle of the ecological model is governed by environments or contexts in which the individual is not actively involved but is indirectly affected.” The system includes the experiences, values and teacher education that contribute to the school culture, implying that the educators’ decisions and choices influence learners with language disorders in inclusive school environments (Gajewski, 2017).

2.11.5.4 Macrosystem

According to Hayes et al. (2017), the macrosystem is the fourth and broadest level of the individual encompassing traditions, political strategies, social and political values, and cultural beliefs that influence the functioning of other systems and thus the central unit, the individual (pp. 16-17). This system includes laws and regulations guiding educational policies (e.g. the inclusive education policy) that are indirectly affecting the school life of learners with language disorders. Other indirectly influencing factors include the curricula of general education and special education and training (Anderson et al., 2014b).

2.11.5.5 Chronosystem

This system refers to the lifelong development of the individual, to the changes observed in the individual himself, as well as to the effect that changes have on his evolution over the time in the environments in which he lives (Petrogiannis, 2003, as cited in Panopoulos&Drossinou-Korea).

The system includes learners with language disorders' educational transitions from one classroom to another or from primary school to secondary school (Panopoulos&Drossinou-Korea, 2020).

In summary, Krashen's theory on second language acquisition and second language learning as well as Vygotsky's SCT highlighted the importance of competence in the first language when a learner begins to learn or acquire a second language. Studies have also revealed that learners with language disorders lack certain skills to communicate effectively, even in their first language; hence they automatically struggle to acquire the second language at an appropriate level of proficiency (Gillespie, 2015). Therefore, learners with language disorders struggle to acquire a second language at the required proficiency level.

Consequently, given the nature of language disorders, learners need to be accommodated in the school. Teachers, speech-language therapists, educational psychologists, remedial therapists and other professions working with such learners must identify and support learners with language disorders early in their school career. The language used as the MoI must be inclusive. Learners with language disorders must be introduced to a second language by building on the acquired system instead of the learned system (Microsystem). Inter-collaboration of professionals is essential to meet the needs of learners with language disorders. Inter-connections must also occur between the school and other microsystems such as the family and support structures. (Mesosystem). The school environment must be inclusive to cater to the needs of all learners (Exosystem). Educational policies such as IE must also accommodate the learners with language disorders (Macrosystem). Lastly, learners with language disorders must transition smoothly from primary school to secondary school. Learners with language disorders receiving support at the primary level of education, must continue receiving the necessary support at secondary level of education (Chronosystem).

2.12 SUMMARY

The literature review gave me an opportunity to read about and analyse the nature and aetiologies of language disorders and identify and assist learners with language disorders in mainstream schools. Related studies on language disorders assisted me to define the conceptual framework in which the study was located. One section of the chapter was on multilingualism in education. In this section, the review helped me to put fore what was already known about the phenomenon under study and the analysis of existing, related literature, which revealed similarities and differences in focus between previous studies and this study. The

conceptual framework on the support of learners with language disorders was presented guided by Krashen's theory of second language development as well as Vygotsky's Socio-Cultural and language development theory. Bronfenbrenner's ecology theory was used to explain the ecology of the inclusive education framework. This was critical for the advancement of this thesis and to ensure a broader rationale for the study.

From the discussed literature review, it was evident that inter-professional collaboration was essential to meet the needs of learners with language disorders. Yet, it remained difficult to achieve and knowledge of how to support learners with language disorders is still limited (Gallagher et al., 2019). Support strategies for learners with language disorders were discussed; however, there is limited research on inter-professional collaborative strategies in support of the learners. From reviewed literature, two sources (Prezas et al., 2017; Ebbel et al., 2019) highlighted the importance of inter-professional collaboration of teachers and speech-language therapists in assisting learners with language disorders. Furthermore, the discussion unveiled the challenges professionals (teachers and speech-language therapists) face in implementing support strategies for learners with language disorders. There was evidence that, although there were strategies to support learners with language disorders, various challenges act as barriers for effective implementation of these strategies; hence the learners with language disorders remain unsupported to realise their potentials.

Many studies have highlighted the effect of using the second language as the Mol for learners in general (Krugel & Fourie, 2014; Lupogo, 2014; Vuzo, 2018). However, there is limited research on the effect of using the second language as the Mol for learners with language disorders (Zoutenbier&Zwitserslood, 2019). There is also limited literature on the support of secondary school learners with language disorders in multilingual contexts. As highlighted earlier, due to the nature and characteristic of language disorders, learners with language disorders struggle to communicate in their first and second language (Gillespie, 2015). This means learners with language disorders are affected negatively by using the second language as Mol more than typically developing learners. Therefore, learners need support in such educational contexts to realise their potential.

It is against this background that this study sought to examine systemic strategies to support secondary school learners with language disorders in multilingual contexts. With the theoretical foundation of the study in place, the next chapter presents the methodology that guided the research process.

CHAPTER 3: METHODOLOGY

3.1 INTRODUCTION

Chapter 3 details the qualitative methodology adopted in the study to generate the data needed to address the research questions. The chapter begins with defining research and gives a diagrammatical presentation of the research process of this study. This will be followed by describing the philosophy guiding the study, the research design and the context of the study. This description is followed by a full account of the procedures adopted and the sources used for the generation of data on the topic under study. Thereafter, elements of the criteria used to ensure the generation of quality data will be discussed. The chapter is concluded by explaining the research ethics upheld during the course of the study. Figure 3.1 below provides an outline of the key concepts covered in this chapter and their relationship to the study.

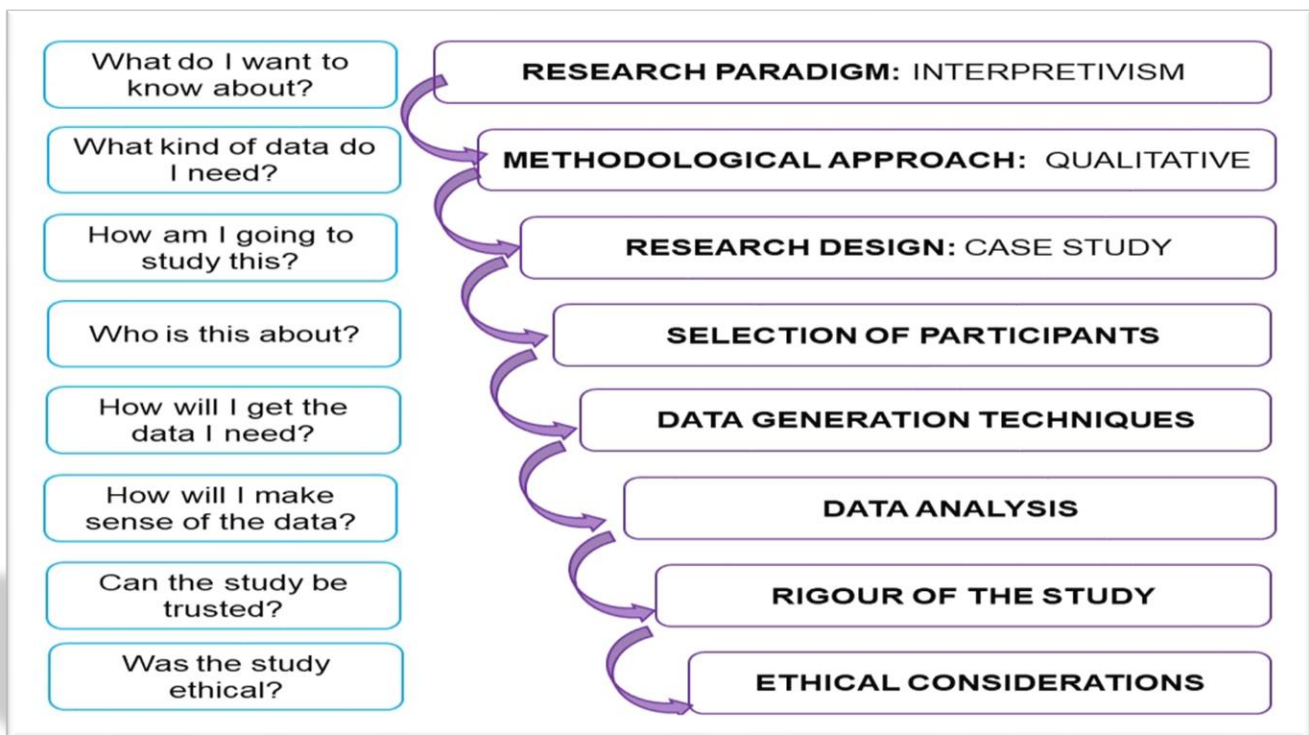


Figure 3.1: Outline of concepts addressed in Chapter 3

3.2 DEFINING RESEARCH

Several definitions have been proposed by different schools of thought and researchers working in different fields. Thornhill (2003) defines research as something that people undertake to find out new things in a systematic way, thereby increasing or adding new knowledge.

Walliman(2011) argues that research involves finding out about things that no one else knew either. In a more academic interpretation, research involves a systematic investigation about advancing the frontiers of knowledge (Walliman, 2011). Naidoo (2011) defines research as the diligent systematic enquiry into nature and society to validate and refine existing knowledge and generate new knowledge.

From the above definitions, research is a well-planned activity aimed at discovering new knowledge or information about a particular phenomenon. Research is also about acquiring knowledge and developing understanding, collecting data and interpreting them to build up a picture of the world around us or even within us (Walliman, 2011). According to Khothari (2004). Research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organising and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypotheses and address the research problem.

3.2.1 Research Methodology

Schwardt (2007, p. 195) defines research methodology as “a theory of how an inquiry should proceed”. Pandey (2015) defines research methodology as a way to systematically solve the research problem. Research methodology must not be mistaken to the research methods. Research methods are techniques or tools used for research; they provide the way to collect, sort and analyse data so that a researcher can come to conclusions (Walliman, 2011). Teddlie and Tashakkori (2007) further explain that research methodology defines and explain all kinds of problems that are worth investigating; what constitutes a researchable problem; a testable hypothesis; how to frame a problem in such a way that it can be researchable using particular designs and procedures; and how to select and develop appropriate means of collecting data.

3.2.2 The Research Process.

Naidoo (2011) argues that research is a process, a series of linked activities moving from beginning to an end. It usually begins with the identification of the problem, followed by the formulation of research questions or objectives. From there, the researcher decides how best to answer these research, decides what information to collect as well as how the information will be analysed to answer the research questions (Naidoo, 2011).

Therefore, Driscoll (2011) notes that a successful research project begins with careful planning and background research. As discussed earlier, after identifying the research problem, the researcher has to identify appropriate methods to approach the problem. To give direction to

this study, the research onion of Saunders et al. (2009, p. 108) was used. The onion illustrates the range of choices, paradigms, strategies and steps followed by researchers during the research process (see Figure 3.2).

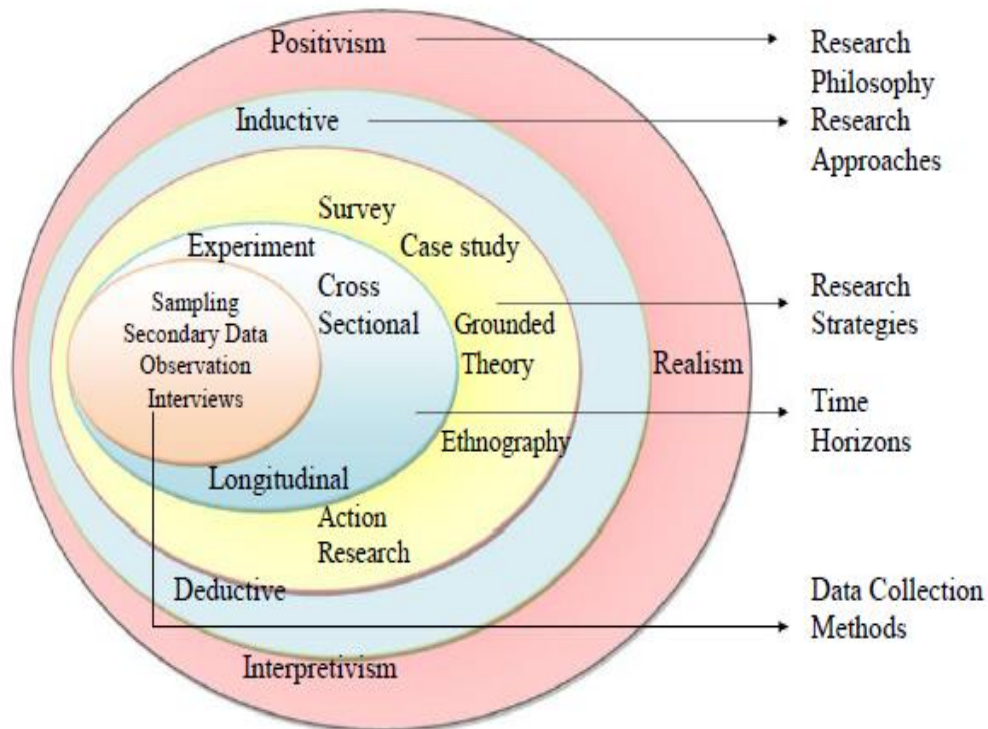


Figure 3.2: The research process onion
Adapted from Saunders et al. (2003, p. 83)

The research onion summarises the fundamental issues that must be taken into account and explored before conducting any research. The onion's various layers define the researcher's philosophical orientation, the research approach adopted, the chosen research strategies, the planned research timelines, and the envisaged data collection techniques.

In complementing the research onion, Driscoll (2011, p. 158) explained the research process using a well-detailed diagram (see Figure 3.2). In this case, the research process consists of a series of actions or steps necessary to carry out research effectively. These actions include doing background research, formulating the research problem, defining research questions, setting up a research timeline, choosing a location and or participants, developing data collection instruments, collecting the data, organising and transcribing the data, analysing the

data, drafting the results and conclusions and then writing a report. In all the stages, researchers have to consider ethical issues in research. Therefore, I considered these stages while investigating systemic strategies that support learners with language disorders in multilingual education contexts.

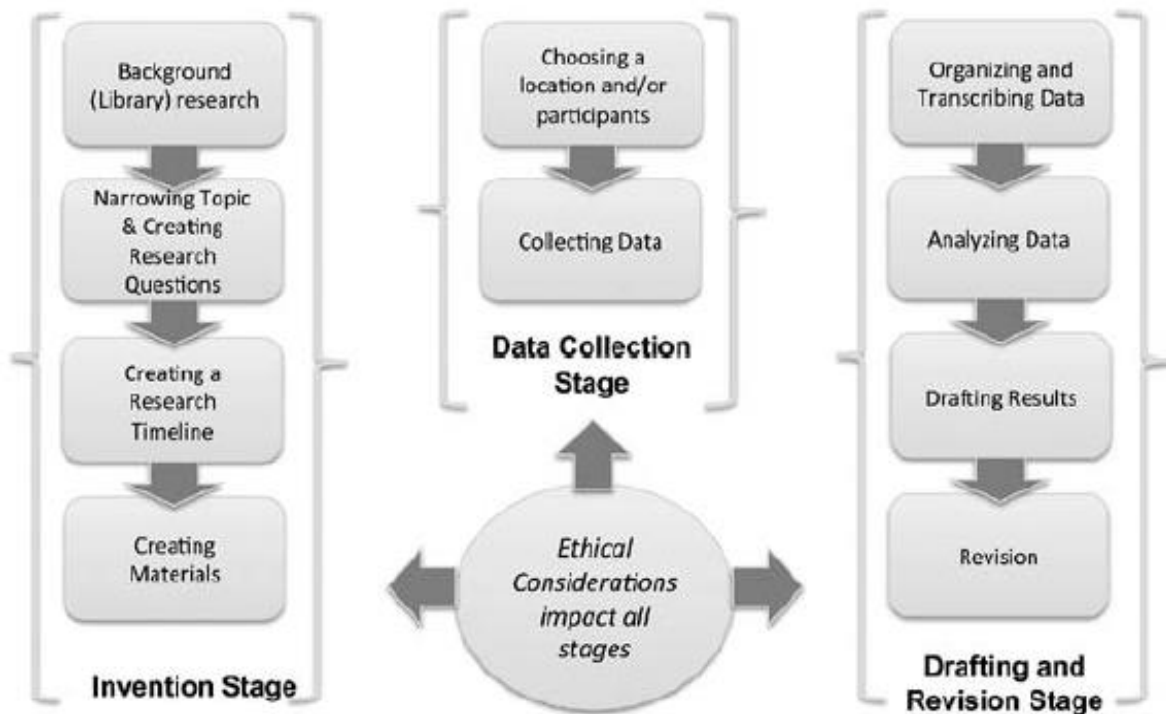


Figure 3.3: The research process
 Adapted from Driscoll (2011, p. 157)

Using this background, Figures 3.3 and 3.4 provide an overview of the study's entire research process, including the methodology and its relation to other components of the research.

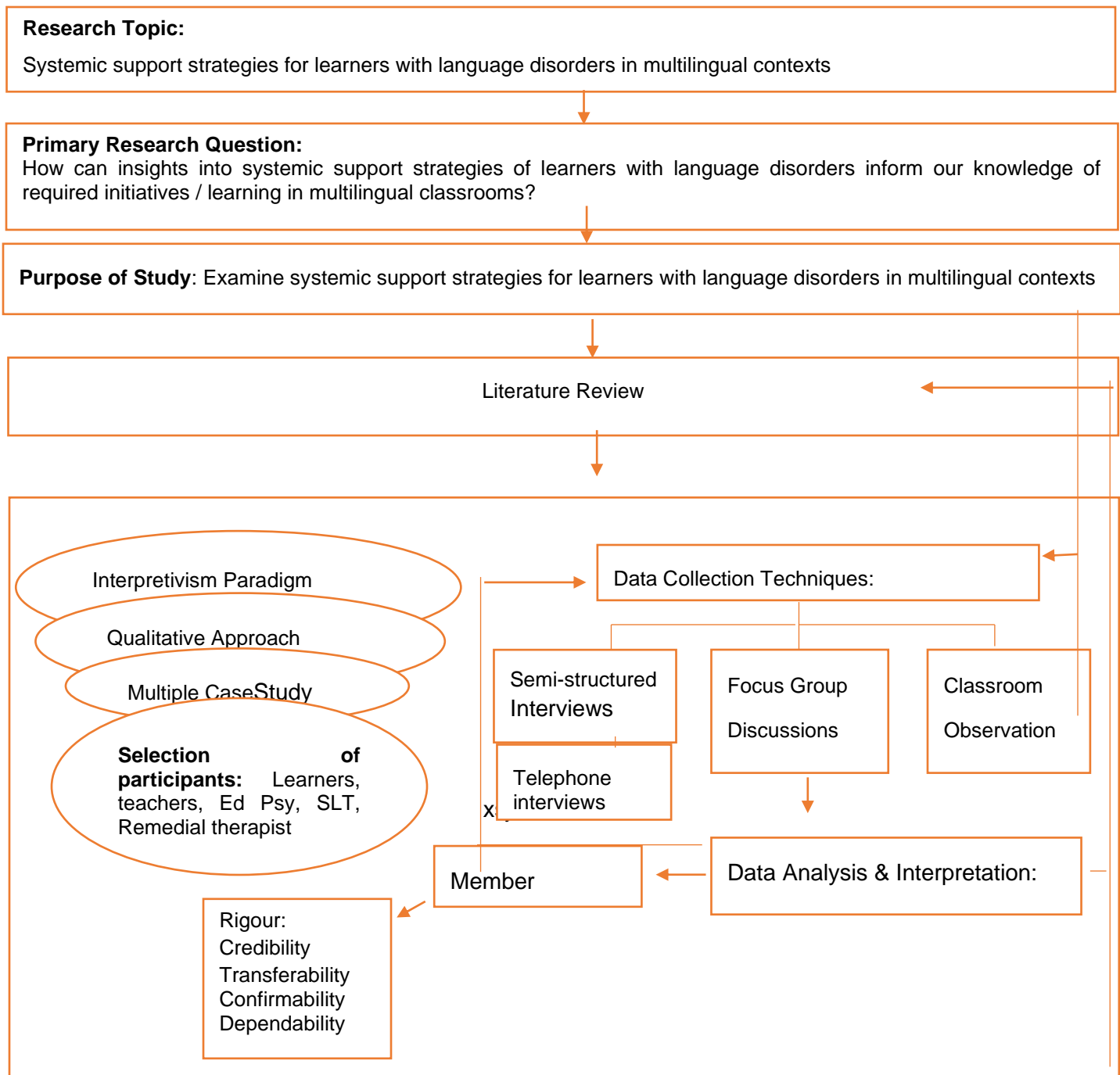


Figure 3.4: The research process of this study

3.3 RESEARCH PARADIGM – INTERPRETIVE PARADIGM

According to Mackenzie and Knipe (2006), in educational research, the term paradigm is used to describe a researcher’s worldview. (Mackenzie & Knipe, 2006). Kivunja and Kuyini, (2017) assert that this world view is the perspective or thinking or schools of thought or set of shared beliefs, that informs the meaning or interpretation of research data. Kivunja and Kuyini (2017)

further define a paradigm as “a lens through which the researcher looks at the world.” These ideas concur with Creswell (2014, p. 6), who see a paradigm as a general philosophical orientation about the world and the nature of research that a researcher brings to the study”. Therefore, a paradigm is a basic set of beliefs and ideas that guide the researcher.

According to Lincoln and Guba (1985), a research paradigm comprises of four elements, namely: epistemology, ontology, methodology and axiology. These are important because they comprise the basic assumptions, beliefs, norms and values that each paradigm holds” (Kivunja&Kuyini, 2017). Kivunja and Kuyini (2017) describe epistemology as describing how we come to know something; how we know truth or reality. They also describe ontology as “the philosophical study of nature existence or reality, of being or becoming” and methodology as a “broad term used to refer to the research design, methods, approaches and procedures used in an investigation that is well planned to find out something”, and states that it “articulates the logic and flow of the systematic processes followed in conducting a research project”. Axiology refers to ethical issues that need to be considered when conducting research. For example, the researcher has to consider principles of confidentiality and privacy when conducting research (Kivunja&Kuyini, 2017). There are many types of paradigms, namely; positivist, interpretivist, critical and pragmatic paradigms.

In this study, an interpretivist paradigm was adopted. An interpretivist paradigm is based on the assumption that social reality is not singular or objective, but is rather shaped by human experiences and social contexts (ontology), and is, therefore, best studied within its socio-historic context by reconciling the subjective interpretations of its various participants (epistemology) (Bhattacharjee, 2012). Interpretivist methodology holds that social phenomena should be interpreted from the viewpoint of the participants rather than the researcher to allow the phenomena to be understood in their context. Inductive research is used to analyse the data that has been generated. The researcher analyses broad themes in the study and generates a theory. The data consists mostly of details about the discourse between the participants instead of statistical information (Rehman&Alharthini, 2016).

Thanh and Thanh (2015) note that in educational research if a researcher seeks to understand the opinions and experiences of participants, an interpretivist paradigm is the most appropriate choice. I believe that human experiences shape social reality and that reality is subjective, therefore this approach to investigate the systemic strategies used to support secondary school learners with language disorders in multilingual contexts is appropriate.

An interpretivist paradigm is often viewed as subject to error due to bias in the sense that it is subjective (Bhattacharjee, 2012). Nevertheless, this paradigm was chosen to generate interesting insights or new knowledge on systemic strategies used to support learners with language disorders. An interpretivist paradigm was also well suited for examining hidden causes of complex, interrelated social phenomena. This paradigm helped me to construct new knowledge on systemic strategies that can be used to support learners with language disorders in multilingual education contexts where a second language is used as the Mol. Furthermore, the paradigm greatly assisted in uncovering interesting issues for follow-up research (Bhattacharjee, 2012).

However, interpretivist paradigm is time consuming especially since I was conducting research in two contexts (Zimbabwe and South Africa). This therefore resulted in every activity being done twice.

3.4 RESEARCH DESIGN – MULTIPLE CASE STUDY

A research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection measurement and analysis of data. (Mohajan, 2017). It is the masterplan for the determined methods, structure and strategy of alternative tools to resolve the research questions and to minimise the variances (Khotari, 2004). There are many designs that can be used in the interpretivist paradigm. In this study, multiple case study was chosen as the research design. The two cases selected were situated in Zimbabwe (Case 1) and South Africa (Case 2). Multiple case study enabled me to explore systemic strategies used to support learners with language disorders in two different multilingual contexts.

While a single case study is descriptive of a single bounded system, multiple case study design allows the researcher to explore the phenomena under study through the use of a replication strategy” (Zach, 2006). Anderson et al. (2014a) describe the use of more than one case to independently confirm emerging constructs and identify complementary aspects of the phenomenon under investigation by analysing within and across settings.

In addition, a multiple case study allows the replication of data collection across multiple sites; this helped me understand the issue under study in-depth. What also motivated me to use multiple case study was the idea of generalisability, a term that holds little meaning in qualitative research (Creswell & Poth, 2018). Although the multiple case study benefits included representativeness and robustness, the design required extensive resources and time. To

counter this setback, I had to begin my field work early and I had to budget for expenses to be incurred during the course of the field work.

3.5 SETTING (MULTIPLE SITES)

Bounding the research study was important as it assisted me during the study to check if I was operating within the focus of the study (Creswell, 2012). Therefore, the study was limited to two selected sites.

3.5.1 Zimbabwe (Case 1)

The study was carried out in the Bulawayo province of Zimbabwe. “Zimbabwe is a landlocked country located in Southern Africa with a total area of 390 760 km². The country is bordered by Zambia in the north, Mozambique in the east, South Africa in the South, Botswana and Namibia in the west” (Food and Agriculture Organisation [FAO], 2016, p.1). Bulawayo is the second-largest city in Zimbabwe. The city’s population is about 1.2 million. Bulawayo covers an area of about 1.707 square kilometres in the western part of Zimbabwe. I purposively sampled Khami District in the Bulawayo Metropolitan Province (location highlighted by an orange arrow in Figure 3.5). Three schools were chosen based on accessibility and familiarity with the location. However, one school withdrew from the study.



Figure 3.5: Map of Zimbabwe
<http://exploringafrica.matrix.msu.edu/module-thirty-activity-one/>

3.5.2 South Africa (Case 2)

The study was also carried out in the Gauteng province of South Africa. South Africa occupies the most Southern tip of Africa with its long coastline stretching more than 3000 km from the desert border with Namibia on the Atlantic coast southwards around the tip of Africa and then north to the border of subtropical Mozambique on the Indian Ocean. South Africa shares common boundaries with Namibia, Botswana, Zimbabwe, Mozambique and Swaziland while the Mountain Kingdom of Lesotho is landlocked by the South African territory in the south-east” (South Africa yearbook, 2015/16). Gauteng (location highlighted by a red arrow in Figure 3.6) “is the smallest province in South Africa accounting around 2% of the land surface, but contributes more than a third of the country’s Gross Domestic Product (GDP). Due to high urbanisation (the three metropolitan cities of Johannesburg, Tshwane (Pretoria) and Ekurhuleni form part of Gauteng, the province has around 11 million inhabitants” (South Africa yearbook, 2015/16). I purposively sampled Johannesburg Central District in the Gauteng province. Three schools were purposively chosen on the basis of accessibility and familiarity with the location.

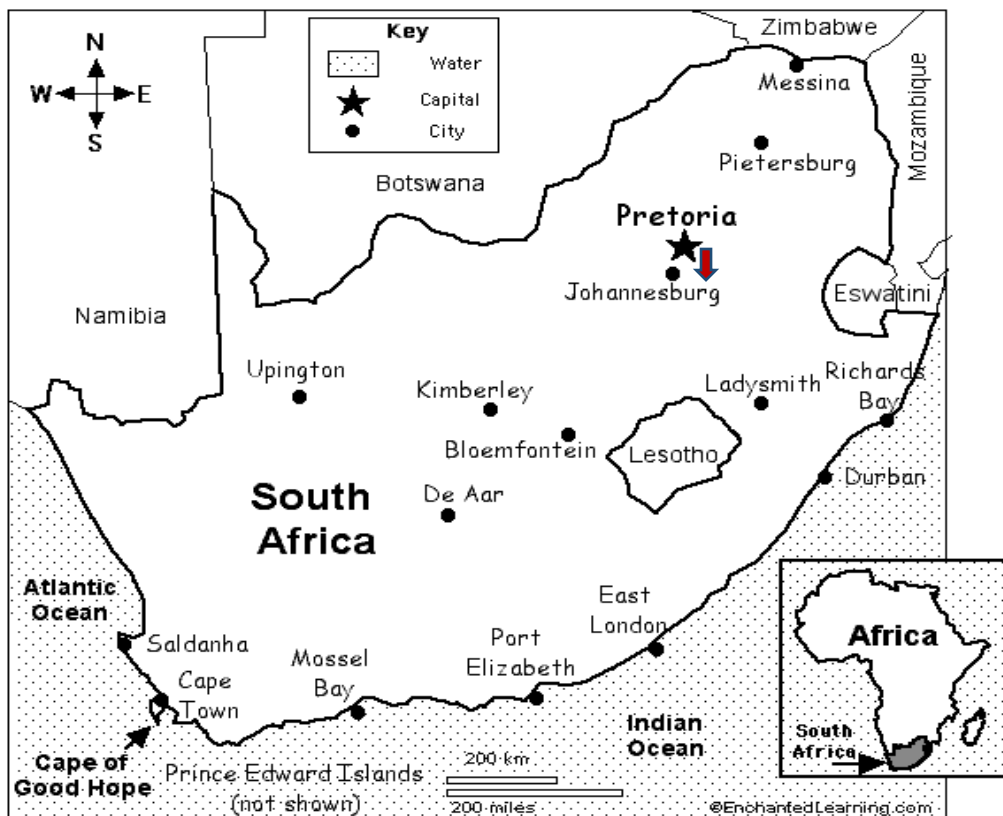


Figure 3.6: Map of South Africa

<https://www.enchantedlearning.com/africa/southafrica/>

Multiple case studies facilitated diversity and enabled a comparison of opinions on the phenomenon under study (Bogdan & Biklen, 2010). The reason for using multi-sites was to accommodate diversity in the systemic strategies used to support learners with language disorders in multilingual education settings. Both countries are multilingual societies and use English as the Mol. Hence, these conditions enabled me to understand systemic strategies used to support learners with language disorders in two different contexts.

3.6 PARTICIPANTS AND SAMPLING

According to Creswell (2012), one characteristic of qualitative research is to present multiple perspectives of individuals to represent the complexity of our world. Thus, the study's main aim was to investigate systemic strategies to support learners with language disorders in multilingual contexts. The selection of participants was the key to answering the research questions. In qualitative research, participants are those who know about the phenomenon under investigation. A good participant has the necessary knowledge, information, and experience of the issue under study and can reflect on that knowledge and experience (Cohen et al., 2011). Therefore, the study participants included professionals who offer support to learners with language disorders such as English language teachers, speech-language therapists, an educational psychologist and remedial therapist. The participants were purposefully selected as “key informants” in the study because they were deemed to be “information-rich” (Creswell, 2012). They provided rich information on systemic strategies to support learners with language disorders in multilingual contexts. Table 3.1 shows participants in Case 1, and Table 3.2 shows participants in Case 2.

Table 3.1: Sample size in Zimbabwe (Case 1)

Bulawayo Metropolitan	Teachers	Learners(5-15 p/schl)	Total
Secondary school A	1	10	11
Secondary School B	1	15	16
Remedial Therapist			1
Speech-language Therapist			1
Total			29

Table 3.2: Sample size in South Africa (Case 2)

Johannesburg Central	Teachers	Learners(5-15 p/schl)	Total
Secondary school C	1	9	10
Secondary school D	1	8	9
Secondary school E	1	5	6
Educational Psychologist			1
Speech-language Therapist			1
			27

3.7 DATA COLLECTION TECHNIQUES

As highlighted earlier, the study was purely qualitative; hence multiple data gathering techniques were employed to collect data. Maree (2010) highlights that multiple data gathering techniques are the key strengths of multiple case studies. Given this focus; semi-structured interviews, focus group discussions, and classroom observations were used to collect research data.

3.7.1 Observations

” Observation is the systematic description of events, behaviours, and artefacts in the social setting for a study” (Marshall & Rossman, 1989, p.79). Observational studies are those that involve the systematic recording of observable phenomena or behaviour in a natural setting. In this study, classroom observations were conducted in four schools. An unobtrusive observation was used whereby the researcher was just a non-participant observer. I was simply recording what was taking place in the classroom, especially, strategies used by educators to support learners with language disorders. A “double-entry notebook” system was used to avoid bias. This type of observation log helped separate my observations (facts) from being affected by feelings and judgments about the facts (Driscoll, 2011). Data from the classroom observations helped me witness strategies used by teachers in assisting learners and the challenges they faced as they implement these strategies.

3.7.1.1 Analysing data from classroom observations

The purpose of analysing data is to create a cohesive and a systematic interpretation to help answer research questions (Driscoll, 2011). Since I collected data using a double-entry notebook, I had to go through all descriptions of what was observed and the logic to make conclusions.

3.7.2 Interviews

Young et al. (2017, p. 11) define an interview “as an interchange in which one person ...attempts to elicit information or expressions of opinion or belief from another person or persons”. Interviews are “social encounters where speakers collaborate in producing retrospective and/or prospective accounts of their past/or future actions, experiences, feelings, and thoughts” (Rapley, 2007 as cited in Seale et al., 2004). Two types of interviews were used as data collecting methods in this study, namely semi-structured interviews and telephone interviews.

3.7.2.1 Semi-structured interviews.

In as much as I obtained information from using observations, not all information was gathered. There was a need to explore strategies used by professionals to support learners with language disorders, and for this, semi-structured interviews were used because interviews collect information about people’s beliefs, ideas or behaviours. Interviews are an excellent way to obtain in-depth information from a person. Semi-structured interviews offer a more flexible approach to the interview process. Although a pre-determined interview schedule was used for the research topic of interest, unanticipated responses and issues were accommodated by utilising open-ended questioning (Frances et al., 2009). Traditional face to face interviews were conducted and this assisted me to ask follow-up questions and used non-verbal communication to my advantage.

One of the keys to a successful interview is choosing the right person to interview (Driscoll, 2011). So, I had to carefully select the participants who could provide information to answer research questions. The adult participants interviewed were teachers, speech-language therapists, a remedial therapist and an educational psychologist.

3.7.2.2 Collecting semi-structured interview data.

Collection of semi-structured interview data through the traditional face-to-face method involves interaction between the researcher and the participants. Hence, the right relationship between the researcher and the interviewee is critical in ensuring the process is successful (Frances et

al., 2009). I managed to establish rapport and trust from my participants from the onset. I had to ensure that the participants were at ease and did not feel threatened. The researcher's role during the interview was that of being an active listener. Active listening was conveyed through both the verbal and non-verbal medium, namely open posture, appropriate facial expressions and good eye contact (Frances et al., 2009). To eliminate bias, an audio recorder was used to record all interviews rather than just relying on my memory (Driscoll, 2011). However, some participants argued that they were not comfortable being recorded, so I had to note down all the information shared by these participants.

The participants were also put at ease by confirming that the information which they were going to share would be treated in confidence. Pseudonyms were allocated to all the participants for the reporting of information, and great care was taken to ensure that no personal information of any of the participants was divulged in the reporting. Informed consent was sought and obtained from all the participants before the start of the research. I also explained the objectives of the study and the intended methodology for the research to all the participants so that they could make an informed decision about participation.

3.7.3 Telephone Interviews

Telephone interviews were used for member checking. A telephone interview is a cost-effective alternative (Farooq, 2015); it was cheaper to call adult participants rather than frequently meeting them. During data collection, I managed to create rapport with the participants; therefore, it was easy to contact them as I was going through the data analysis process.

3.7.4 Focus Group Discussion

A focus group discussion is an effective qualitative technique for data collection. It comprises individuals with certain characteristics who focus on a given issue or topic (Dilshad & Latif, 2013). According to Baral et al. (2016), a focus group discussion involves gathering people from similar background or experiences together to discuss a specific topic of interest. Since learners with language disorders were part of this study, the focus group discussions made my data collection easier. It was a matter of grouping learners per school for one productive discussion rather than interviewing forty-seven learners individually. However, some learners distracted the discussion's main focus through disagreements and irrelevant discussions, so I would quickly refocus the discussion to the main topic.

Denscombe (2007) identified three distinctive characteristics of a focus group discussion:

- Prompt/Stimulus – The focus group session usually revolve around a trigger, some stimulus introduced by the moderator in order to focus the discussion (Denscombe, 2007).
- Moderator- There is less emphasis on the moderator to adopt a neutral role in the proceedings than is normally the case with other interview techniques.
- Interaction within the group – Interaction between group members is given a particular value rather than just gathering [individual] opinions of people. The collective view is given more importance than the aggregate view (Denscombe, 2007).

3.8 DATA GENERATION STRATEGIES

The steps taken to collect data are summarised in Table 3.3 and 3.4. The tables provide a full description of the research site, date, activity, participants involved and duration. Throughout the data generation period, I made sure to document every piece of information, including actions, observations and thoughts and have an audit trail process involved in the study (Starman, 2013).

Table 3.3: Data generation process summary structure for Zimbabwe (Case 1)

Site	Date	Maximum duration	Activity	Participants
1	21 March 2019	30 minutes	Introductory meeting with the Provincial Education Director's secretary	
1	1 April 2019	15 minutes	Introductory meeting with the District Inspector	
1	28 February 2019	30 minutes	Introductory meeting with the principal from school B	
1	21 March 2019	30 minutes	Introductory meeting with the principal from school A	
1	4 April	1 hour	Choosing participants and signing contracts	Learners In School A (10)
1	4 April	1 hour	Choosing participants and signing contracts	Learners in school B (15)
1	8 April 2019	1 hour	Focus Group discussions Completing Demographic Questionnaire	Learners in school A
1	8 April	30 minutes	Semi-structured interview (School A)	School Teacher A
			Semi structured interview (School B)	School Teacher B
1	12 April 2019	1.30 minutes	Semi-structured Interview	Remedial Therapist
1	16 May	1 hour	Semi structured interview	Speech Language Therapist
1	13 June 2019	35 minutes	Classroom observation	School A

1	12 July 2019	35 minutes	Classroom observation	School B
1	12 July 2019	30 minutes	Focus Group discussion	School B

Table 3.4: Data generation process summary structure for South Africa (Case 2)

Site	Date	Maximum Duration	Activity	Participants
2	15 April 2019	1 hour	Introductory meeting with the Gauteng province, Central district.	
2	15 April 2019	1 hour	Introductory meeting with the DBST (District based support team)	
2	12 August 2019	30 minutes	Introductory meeting with the principal, choosing participants and signing contracts	School D
2	12 August 2019	30 minutes	Introductory meeting	Speech-language therapist
2	13 August 2019	1 hour 30 minutes	Semi structured interview	Speech therapist
2	13 August 2019	30 minutes	Introductory meeting with the principal, choosing participants and signing contracts	School E
2	14 August 2019	1 hour	Interview	School E Teacher E
2	14 August 2019	30 minutes	Focus Group discussions	School E
		1 hour	Semi-structured interviews	School E Teacher E

2	15 August 2019	1 hour 30 minutes	Classroom observation Semi-structured interview	School C learners School Teacher C
2	16 August 2019	30 minutes 1 hour	Focus Group discussions Semi-structured interviews	School D learners School Teacher D
2	19 August		Classroom observation	School D
2	20 August 2019	1 hour	Semi-structured Interview	Educational Psychologist

3.9 ANALYSING SEMI-STRUCTURED INTERVIEW DATA AND FOCUS GROUP DISCUSSION DATA

Qualitative data are usually reduced or condensed by a system of coding. Analysis then entails the development of sub-subsequent themes and categories from the data (Frances et al., 2009). Being guided by Heberman's (1994) steps in data analysis, the table below shows the steps taken to analyse the data from semi-structured interviews and focus group interviews/discussions.

3.10 TRANSCRIPTION

During data collection, an audio record was used to record interviews to capture all the information, although audio-taping is selective as it neglects the interview's visual and non-verbal aspects (Cohen et al., 2011). The transcription process started soon after the completion of the fieldwork. Transcribing is a crucial step in interviewing for there is a potential for massive data loss, distortion or reduction of complexity of data (Cohen et al., 2011). The whole process took about five months, beginning early in September 2019 and ending in January 2020. Recordings of the data were played several times before transcribing these recordings verbatim. Transcribing the semi-structured interviews took longer since I had to identify and capture each participants' contribution.

After the transcription process, the semi-structured questionnaire interviewees verified the data (Kumar, 2014). I emailed the transcriptions to the participants to ensure that they were satisfied with the transcripts, no changes were required. The transcriptions were then ready for analysis.

Table 3.5: Steps in the data analysis process

Stages in the qualitative data analysis	Procedures
Familiarisation with Data	I listened to all audio records and also read through all field notes
Transcription	Transcribing means creating a written version reflecting exactly what was said – i.e. typing up an interview (Driscoll, 2011). All audio obtained from interviews was transcribed.
Organisation of the data	Data was organised, sorted and stored in my computer, the password was set. Data was stored on an online drive as back up, in case my computer is stolen or crashed.
Coding	Using Atlas TI, I went through all transcribed data and started the coding process.
Identification of themes	Principles of thematic content analysis methods were used; these are based on gaining an overview of the data collected, analysing it, and identifying themes that arise from the collected information (Brawn & Clarke,2006).
Exploring relationships between themes	Relationships among the themes are identified
Development of a theory or new knowledge	A new theory on systemic strategies to support learners with language disorders in multilingual education context was developed

The tables below provide a summary of the data collection process employed with each participant in each case.

Table 3.6: Summary of data collection process employed with each participant in Zimbabwe (Case 1)

Participant/s	Data collection process and technique employed
Learners (25)	<ul style="list-style-type: none"> • Signing of the consent form • Focus Group discussions • Collage and reflection
Teachers (2)	<ul style="list-style-type: none"> • Signing of consent form • Semi-structured Interviews • Classroom observations • Follow up interview • Collage and reflection • Member checking

Speech-language
Therapist (1)

- Signing of consent form
- Semi-structured Interviews
- Follow up interview
- Collage and reflection
- Member checking

Remedial Therapist (1)

- Signing of consent form
 - Semi-structured Interviews
 - Follow up interview
 - Collage and reflection
 - Member checking
-

Table 3.7: Summary of data collection process employed with each participant in South Africa (Case 2)

Participant/s	Data collection process and technique employed
Learners (22)	<ul style="list-style-type: none"> • Signing of consent form • Focus Group discussions • Collage and reflection
Teachers (3)	<ul style="list-style-type: none"> • Signing of consent form • Semi-structured Interviews • Classroom observations • Follow up interview • Collage and reflection • Member checking
Educational Psychologist (1)	<ul style="list-style-type: none"> • Signing of consent form • Semi-structured Interviews • Follow up interview • Collage and reflection • Member checking
Speech-language Therapist (1)	<ul style="list-style-type: none"> • Signing of consent form • Semi-structured Interviews • Follow up interview • Collage and reflection • Member checking

3.11 QUALITY CRITERIA

According to Merriam (1998) “all research is concerned with producing reliable knowledge in an ethical manner” (p. 189, as cited in Merriam and Tisdell, 2016). For the results of a research study to be credible, attention has to be given to the trustworthiness of the study. The trustworthiness of a study relates to the measures put in place by the researcher to ensure that all decisions made are visible and auditable (Rolphe, 2006, as cited in Morgan, 2017). Andrew and Halcomb (2009) defined trustworthiness as the “degree of confidence that the researcher has that their qualitative data and findings are credible, transferable and dependable” (p. xvii). To ensure the credibility of the research findings, I prolonged the engagement with participants and triangulated sources of data. The study obtained data from teachers, speech-language therapists, an educational psychologist and a remedial therapist as well as learners with language disorders. Member checking was also done to improve trustworthiness. This means

that “the data and interpretations are continuously tested as they are derived from members of various audiences and groups from which data are solicited” (Anney, 2014, p. 277). The purpose of doing member checks was to eliminate researcher bias when analysing and interpreting the results (Anney, 2014). Thus, the interpreted data was presented to the participants so that they could confirm the interpretation made by the researcher. I also triangulated the sources of data (the observations, focus group discussions and semi-structured interviews). These different methods of data collection strengthened credibility and trustworthy claims (Northcote, 2012). Space triangulation was also used in an attempt to overcome the geographically restricted studies conducted in the same country or within the same subculture of society by conducting research studies in Zimbabwe and South Africa (Cohen et al., 2011).

3.12 ETHICAL CONSIDERATIONS

Cohen et al. (2011) hold that different ethical issues are raised in each phase of the research. These ethical issues may arise from the type of the research, its context, how the data is collected, the type of participants, the sort of data collected and the intention with the data collection (Cohen et al., 2011). According to Allan (2011), research is only ethically justifiable if it has scientific merit, if the methodology is appropriate and if the study is feasible. Strict ethical guidelines were adhered to ensure that I preserved, protected, and respected all participants' privacy and dignity. Ethics clearance from the University of Pretoria through the ethics committee was applied for and obtained in writing before I started with any fieldwork. The ethics clearance was submitted to educational authorities to support the request for permission to do research in Zimbabwe (Case 1) and South Africa (Case 2).

In Case 1, permission to conduct research in Bulawayo Metropolitan province was granted by the Provincial Office, Ministry of Primary and Secondary Education of Zimbabwe (see Annexure I). and the Khami district schools Inspector. The approval letters were presented to selected schools in Bulawayo Khami district.

In Case 2, apart from the ethics approval from the University of Pretoria, I electronically sought permission to conduct research in the Gauteng province. After approval was obtained electronically, I visited the Johannesburg central district offices to obtain specific permission to conduct research in the district. (see Annexure ii and iii).

(Cohen et al. (2011) defined informed consent as “the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions” (p. 650). I provided consent form to participants aged eighteen and

above to allow them to indicate their willingness to participate in the study (see Annexure v). I also sought permission from the parents of learners who were below the age of eighteen to be part of the study. Learners were also given consent letters to sign. All the learners cooperated very well. I had to explain the purpose and importance of the research to all the participants before the focus group discussions were carried out.

Participants were also informed of the ethical principles to which I subscribed to during the research, including:

- Trust-the participants were not deceived and their trust was not broken during the research process in any way.
- Safety in participation- participants were subjected to any risks or exposed to any harm during the research process.
- Voluntary participation- The participants were not put under pressure to participate in the research and were assured that they could withdraw from the research study at any time.
- Privacy – the confidentiality and anonymity of participants were protected at all times.

In addition, no incentives were offered to the participants to take part in the research, and there was no conflict of interest in the selection of the participants.

3.13 DELIMITERS OF THE STUDY

This study mainly focused on learners with language disorders. Learners suffering from any other type of learning disorders were not part of this research. The study also focused on learners with language disorders in mainstream secondary schools, no learners with language disorders in special schools and primary schools were part of the study.

3.14 CONCLUSION

The chapter documented the methodology that I used to collect and analyse the data gathered for the study. Information about the data generation techniques used, as well as the procedures of data analysis, were also covered. The findings from the analysed data were used to answer the research questions stated in the first chapter. Chapters 4 and 5 will provide a detailed presentation of the data analysis of Case 1 and Case 2, respectively, and the interpretation of the results.

CHAPTER 4: **RESEARCH RESULTS AND DISCUSSION – ZIMBABWE
(CASE 1)**

4.1 INTRODUCTION

The results of the study are presented and discussed in Chapters 4 and 5 to ensure a comprehensive discussion of the findings from two cases; Case 1 (Zimbabwe) and Case 2 (South Africa). In Chapter 4, the results of Case 1–Zimbabwe, are presented. The chapter begins with a brief discussion of the demographic data of 29 participants. This is followed by the presentation of the themes and sub-themes. Each of the themes and sub-themes are then discussed in detail in the following sections. Excerpts from focus group discussions and semi-structured interviews are cited alongside as evidence of responses from the participants.

4.2 DEMOGRAPHIC PROFILE OF THE PARTICIPANTS

In this section, the demographic profile of the participants in Case 1 are presented. Table 4.1 shows the demographic profile of the speech-language therapist, remedial therapist and two teachers.

Table 4.1: Demographic profile of the study participants in Case 1 (Zimbabwe)

Participant	Gender	Age	Marital status	Working experience	Qualifications
Speech-Language Therapist	M	38	Married	Ten years	<ul style="list-style-type: none"> • Bachelor of Arts in Linguistics
Remedial Therapist	M	55	Married	31 years	<ul style="list-style-type: none"> • Certificate in Education, • Bachelor of Education, • Master of Education in elementary education • PhD in Education
School Teacher A	F	49	Married	25 years	<ul style="list-style-type: none"> • Diplomain English and Ndebele • BED in Administration, planning and policy studies
School Teacher B	F	58	Widowed	28 years	<ul style="list-style-type: none"> • Bachelor Degree in Communication

Table 4.1 presents the demographic profile of adult participants; two office-based stakeholders (A speech-language therapist and a remedial therapist), two school-based stakeholders (English language teachers). The speech-language therapist is employed by the Ministry of Primary and Secondary education in Matabeleland North province. The remedial therapist owns a private educational assessment centre and is in partnership with a speech-language therapist who has been trained in Australia as well as an educational psychologist who has been trained in Britain. Semi-structured interviews were conducted with the speech-language therapist, the remedial therapist and two teachers.

Table 4.2: Demographic profile of the study participants in Case 1

Participants	School	Level	Age Range (13-17years)	Total number of learners
Girls	A	Form 1 (Grade 8)	<ul style="list-style-type: none"> • 13yrs- 2 • 14yrs- 2 	4
Boys	A	Form 1 (Grade 8)	<ul style="list-style-type: none"> • 13yrs-2 • 14yrs-1 • 15yrs-2 • 16yrs-1 	6
Girls	B	Form 1 (Grade 8)	<ul style="list-style-type: none"> • 13yrs-4 • 14yrs-1 • 15yrs-1 • 16yrs-1 	7
Boys	B	Form 1 (Grade 8)	<ul style="list-style-type: none"> • 13yrs-4 • 14yrs-2 • 16yrs-1 • 17yrs-1 	8
Total	-	-	-	25

Table 4.2 shows the demographic profile of learners from two schools. There were 14 boys and 11 girls who participated in the study. In School A, ten learners were part of the study; four girls and six boys aged 13-16 years. In School B, 15 learners in Form 1 were part of this study; seven girls and eight boys aged 13-17 years. The eldest was a boy aged 17 years. Teachers identified these learners as having language disorders. It must be noted that this judgement

made by teachers was based on their understanding of language disorders. Therefore, out of 25 learners identified as having language disorders by their teachers, 14 were boys. This confirms observations made in previous studies, that almost all developmental disorders primarily affecting communication, speech and language skills are more frequent in boys (Adani & Capanec, 2019; Harrison, 2015; Patchell & Hand, 1993).

4.3 PARTICIPANTS' DISTRIBUTION AND THEIR CONTRIBUTION TO THE STUDY

Table 4.3 presents participants' distribution and their contribution to the study.

Table 4.3: Participants' contribution to the study

Participant	Participant Code	Focus Group Discussion (FGD)	Semi-structured Interview (SI)	Classroom observations (CO)
Speech-Language Therapist	P01	-	✓	-
Remedial Therapist	P02	-	✓	-
School Teacher	A P03		✓	✓
School Learners	A L5 –L14	✓		
School Teacher	B P04	-	✓	✓
School Learners	B L15-L29	✓		

Table 4.3 shows the distribution of twenty-nine participants and their specific contribution to the study. The participants' names are not shown to ensure confidentiality. The ticks in Table 4.3 show specific activities in which each participant took part across three data generation activities (interviews, focus group discussions, classroom observation). Participants' contribution in this research is referred to, where necessary, as the chapter unfolds.

4.4 THEMES AND CATEGORISATION OF RESULTS

In this section, I focused on specific themes and sub-themes identified in the analysis of generated data in the rest of this chapter. Themes were systematically developed after establishing patterns/trends in all data collection methods (Semi-structured Interviews, focus group discussions and classroom observations); thus, they reflect triangulation of data. Therefore, three themes with sub-themes emerged from the data that was generated and analysed. The themes that emerged are a) Conceptualisation of language disorders; b) Support services available for learners with language disorders and c) The effect of using a second language (L2) as the MoI (MoI) on learners with language disorders. Figure 4.1 provides a visual representation of the three themes that emerged from the data as well as the sub-themes.

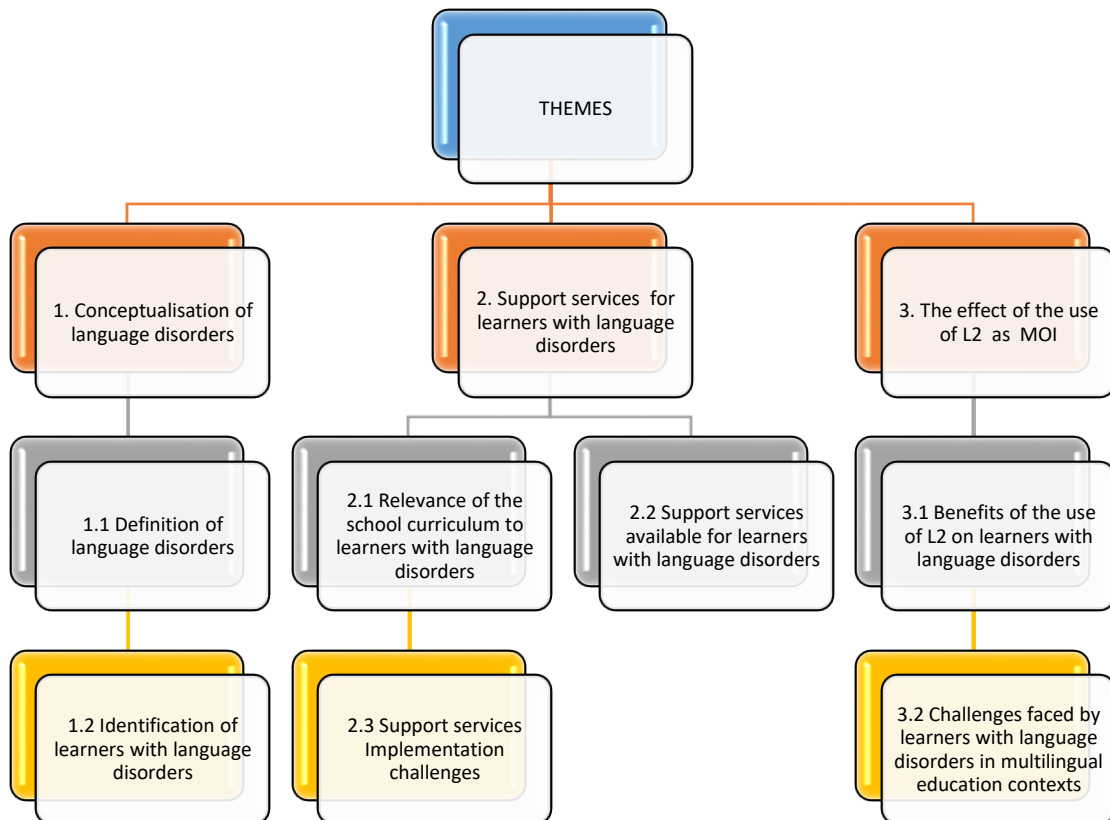


Figure 4.1: Themes and sub-themes that emerged from the data

The inclusion and exclusion criteria for each theme are provided in Table 4.4 below. A discussion of each theme and its subtheme follows.

Table 4.4: Inclusion and exclusion criteria for each theme

Theme	Inclusion Criteria	Exclusion Criteria
Theme 1 A conceptualisation of language disorders	Reference to how the term language disorder is defined or understood in line with DSM-5's definition.	Reference to using any other terminologies such as Specific Language Impairment.
Theme 2 Support services available for learners with language disorders	Reference to systemic support services offered for secondary school learners with language disorders	Reference to support services offered for learners with language disorders in the primary level of education or special schools
Theme 3 The effect of the use of the second language (L2) as Medium of Instruction (Mol) on learners with language disorders	Reference to the effect of the use of the second language as the Mol on learners with language disorders.	Reference to the effect of the use of the second language as the Mol on all learners in general.

4.4.1 Theme 1: Conceptualisation of Language Disorders

The first theme developed from the analysis of data was the participants' understanding of language disorders. Within the theme of conceptualising language disorders, two sub-themes emerged. The sub-themes include; definition of language disorders and identification of learners with language disorders.

4.4.1.1 Sub-theme 1: Definition of language disorders.

Language acquisition is normally a straight forward natural process (Law et al., 2017). However, some children tend to experience challenges in the development and acquisition of language. In this study, DSM-5's definition of language disorders was used. According to DSM-5 (APA, 2013, p. 42), language disorders are difficulties in the acquisition and use of language due to deficits in the comprehension and/or production of vocabulary, sentence structure, and discourse. Four adult participants were asked to define language disorders. Teachers perceive language disorders as challenges in acquiring English as a second language, while the speech-language therapist and the remedial therapist define language disorders in line with the DSM-5 (APA, 2013) definition of a language disorder. Here is what teacher A and teacher B said.

A learner with language disorder is one who cannot comprehend a passage, the one who cannot construct a sentence or having challenges to spell English words.
(P03/SI/ln2-3)

A learner who is not able to completely comprehend the English language, and when you explain concepts in English he/she does not understand and cannot read and write.
(P04/SI/ln2-3)

In the two excerpts, participants defined language disorder as a challenge in acquiring and using English as a second language. They highlight that learners with language disorders fail to construct sentences and have challenges in spelling English terms.

4.4.1.2 Sub-theme 2: Identification of learners with language disorders.

The participants explained how they identified learners with language disorders. The speech-language therapist highlighted that they have a checklist they use to screen learners with language disorders. He added that screening does not result in a diagnosis but indicates the need for further assessment. In screening, they gather information from parents and/or teachers regarding the learners' language skills, conduct hearing screening, administering some tests or even use observation methods. The speech-language therapist also added that they work with educators who are qualified in Special Needs Education (SNE) to do the screening.

According to teacher A and teacher B, learners with language disorders struggle to read and understand a comprehension passage, and they fail to narrate the events of the story. Such learners cannot construct proper sentences and have spelling challenges. The remedial therapist explained that they conduct their diagnosis in three phases. Figure 4.2 presents the assessment phases used by the remedial therapist to identify learners with language disorders.

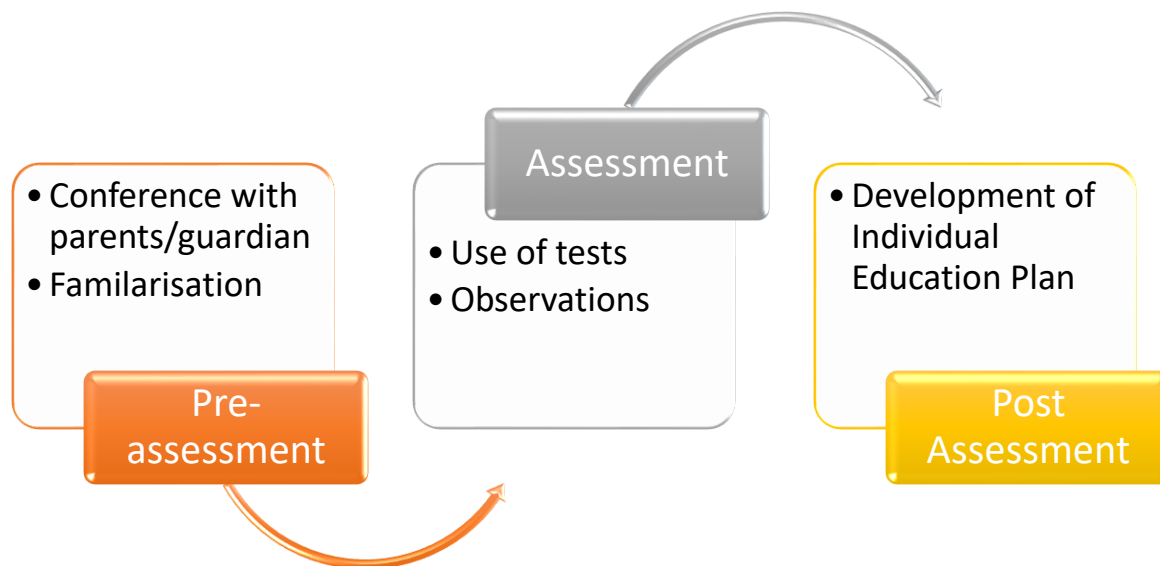


Figure 4.2: Assessment phases followed by the remedial therapist

In the pre-assessment phase, parents or guardians of the learner are asked questions about the history and background of the family. The remedial therapist explained the pre-assessment as follows.

The first part is pre-assessment conference—we bring in parents or guardians. Why bring in parent, he/she is the key. We will be asking questions about history in the family background, remember learning difficulties are genetic. We also look at different milestones. Were these milestones achieved on time or delayed? So once we have that background information, we then bring the child for familiarisation. Just for the child to be comfortable, he is already hurt, low self-esteem because of his disability and we don't want them to come on the day of assessment, you know. They just sit here, talk a bit and get settled. (P02/SI/In21-26)

The second phase is the assessment phase. The remedial therapist highlighted that they determine the nature of the challenge facing the learner. For example, for a learner with language disorders, the speech-language therapist will do the assessment with the help of another specialist. A full report on the learner's condition is presented to the parents/guardians. In the final phase, they develop an Individual Education Plan (IEP) for the learner, and they involve the learner's school class educator. Here is what he said:

That is the first part of the Individualised Education Plan, and then finalise the plan with the class teacher. We bring in the class teacher to be part of this, remember teachers will be the ones dealing with the learners mostly. So and then when it comes to intervention, it depends on parent's ability to pay. We have [to] do a pull-out system where the child will visit us three or two times a week for an hour or so, uh-hmm, why the pull-out system? Because we have some problems that are so expensive to treat and schools don't have the machines or resources to assist such learners. (PO2/SI/In31-36)

Discussion of Theme 1

As discussed in Chapter 2, there is wide variation in the terminology and criteria used to identify learners with a language disorder; hence, this acts as a barrier to identifying learners with language disorders for intervention (Bishop et al., 2016). The complex and multifaceted nature of language adds to the difficulties of identifying and categorising language disorders (Bishop et al., 2016). The speech-language therapist, holding Bachelor of Arts in Linguistics and has been working with learners with language disorders for ten years, and the remedial therapist, holding a PhD in education and working with learners with language disorders for thirty-one years, were able to conceptualise language disorders. Their definitions of language disorders were in line with the DSM-5 definition of a language disorder.

School teacher A, holding a Bachelor's degree in Administration, Planning and Policy Studies, as well as School teacher B holding a Bachelor's degree in Communication, were not able to adequately conceptualise language disorders. However, they spend most of the time with the learners in the classroom. It becomes difficult for teachers to fully identify and assist learners with language disorders in the classroom. Teachers, if well informed, play a pivotal role as early identifiers of learners who may need assistance and this makes the job easier for the speech-language therapist and other professionals who deal with language disorders (Prezas&Ahya, 2017).

Therefore, the results of the research suggest that some teachers, speech-language therapist and other professionals working with learners with language disorders such as remedial therapists, do not work in collaboration in identifying learners with language disorders. This was also highlighted by Murphy (2018), who argued that despite growing evidence for inter-professional education in assisting learners with language disorders, the speech-language therapists and teachers have minimal opportunities to collaborate. This was also confirmed by research by Bishop (2016; 2017) and Gallagher et al. (2019) that found while much work had

been done in the past years to address issues of terminology and criteria to define and identify language disorders, there is still no effective consensus between professionals; teachers and speech-language therapists. Inter Professional Collaboration is essential to meet the needs of learners with language disorders. For example, teachers and the Speech Language therapists can share knowledge and expertise on how best to assist the learners.

While reviewing the literature, I noticed that research studies on terminology, identification criteria of language disorders are more inclined to speech-language therapists' professional field and there was limited literature on identification criteria in the education profession field. This lack of consensus between these two professions (Speech-language therapy and education), negatively affects the learners with language disorders.

4.4.2 Theme 2: Support Services Available for Learners with Language Disorders

From the responses provided by the participants, a theme regarding support services available for learners with language disorders emerged. Various sub-themes emerged from the theme, namely relevance of the school curriculum for learners with language disorders; support services available for learners with language disorders in secondary schools and challenges in implementing these services.

4.4.2.1 Sub-theme 1: Relevance of the school curriculum for learners with language disorders.

The term curriculum refers to the knowledge and skills learners are expected to learn, which includes the learning standards or learning objectives they are expected to meet, content and lessons that teachers teach, assignments and projects given to learners, books, materials, presentations and readings used in a course, assessments and other methods used to evaluate student learning (Gasva & Phiri, 2020). Therefore, the curriculum must be inclusive; accommodating all kind of learners. Inclusive learning and teaching are described by Hewett et al. (2020) as the ways in which pedagogy, curricula and assessment are planned and delivered to engage learners in learning that is meaningful, relevant and accessible to all.

The sub-theme refers to the relevance of the school curriculum for learners with language disorders.

Since 2014, the Ministry of Primary and Secondary Education [MoPSE] has been embarking on a comprehensive curriculum reform process which is meant to enhance the quality of education in Zimbabwe. A new competency-based curriculum framework

was developed and finalised in 2015, whose phased implementation commenced in 2017. (MoPSE, 2014)

The participants were asked to share their opinions on how learners with language disorders benefit from the new school curriculum. The speech-language therapist highlighted that the curriculum gave all learners equal opportunities when it came to education. He added that school heads are advised to report within 24 hours if they suspected a learner needed special attention. However, the remedial therapist argued that the curriculum accommodated learners with language disorders to a lesser extent. He added that teachers are facing challenges in implementing the new curriculum. The following were his views.

Yes, it does really, but the difficulty is that of the foot soldiers who the teachers are. Why there is so much resistance among teachers, it's because they were trained in teaching for exams and suddenly now they must bring out the strength of the child and do the continuous assessments and stuff. But they have never been trained for continuous assessment. (P02/SI/In51-55)

Furthermore, he added that:

This teacher has been teaching for exams for 20 years, and today you say no. They should now focus on the strengths of the learner and the continuous assessment and so on, with loads of paper work, but the curriculum on its own its own is quite good. So it does accommodate learners with language disorders.. to a certain extent. (P02/SI/In54-56)

The remedial therapist raises an important issue on the challenges faced by teachers in implementing the curriculum. He argued that teachers were not prepared enough to assist all kind of learners. In the same vein, teacher A argued that the curriculum neglects learners with language disorders as it does not give teachers enough time to assist learners with challenges. She added that the teacher-learner ratio was making their work so difficult to cater to each learner's individual needs. Teacher B also highlighted that the curriculum accommodated learners with language disorders to a lesser extent. She argued that the curriculum which was used during the colonial rule was the best compared to the current curriculum. These were her views:

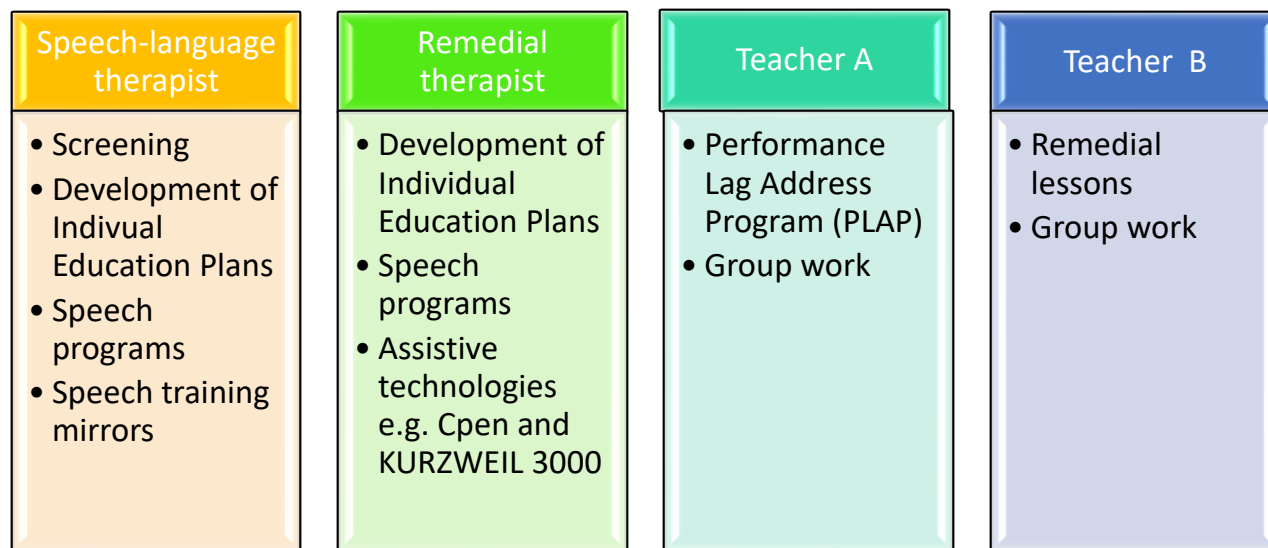
But you know we condoned colonial rule education, but I think it was the best. There were so many stop gate measures. We had Zimbabwe Junior Certificate, write exams at

Form 2, and when you don't pass, you won't proceed to Form 3. So you have to train something else. Form 4 you will be screened again, my point is not everyone is academically gifted. Not everyone can pass Form 4. So those who passed Form 4 will go for advanced levels. There were three divisions, D 1 would proceed to advanced level, then second division you can go for teaching training at a teacher's colleges or nursing. You see, Division 3 – for other hands-on jobs. There was a strict selection. You will be told where to go exactly. They would go train at [name deleted] hospital and others at teachers' colleges. I remember I went to [name deleted] high school. So, we might say education during colonial rule was discriminative but no, those who were not academically gifted would just finish Grade 7 then go work in industries, so the system was just so organised. There was something for everyone. Unlike now, the ordinary level is the only stop gate measure, and not all of them make it to A level and universities. So most learners with language disorders are jobless out there. (P04/SI/In87-97)

Participants shared mixed feelings on how learners with language disorders benefited from the school curriculum. It is important to note that the “foot soldiers”, teachers, faced challenges such as the teacher-learner ratio and inadequate time to assist learners with language disorders. Teacher B supported the curriculum which was used during the colonial rule. She argued that the curriculum catered for all learners with different capabilities compared to the current curriculum.

4.4.2.2 Sub-theme 2: Support services available for learners with language disorders

The school curriculum must be inclusive, complemented with support structures and services to



support all learners with different needs. Inclusion means providing the necessary support services to support learners with special needs (Ambady& Mathews, 2018). The participants outlined support services available for learners with language disorders. Figure 4.3 summarises support services offered by participants to assist learners with language disorders.

Figure 4.3: Support services to support learners with language disorders

The speech-language therapist highlighted that they first train teachers on how to identify learners with language disorders and on how to conduct speech training programs. They usually make use of teachers who have a background of SNE training. Learners are screened and those diagnosed with language disorder are moved from their regular classes in the afternoon to be assisted. Individual Education Plans (IEP) are developed to assist learners. Learners must not be more than 19 in a class to promote a child-centred learning approach. They also make use of speech training mirrors. For example, if the child has an articulation challenge, the teacher helps the learner on how to articulate a certain sound while the learner is looking at his/her tongue from the mirror.

In Theme 1, I explained three assessment phases the remedial therapist and his team go through in identifying learners with language disorders. After a learner has been diagnosed with a language disorder, an Individual Education Plan is developed. They do a pull-out system where the learner will be attending sessions three or four times a week for an hour or two. However, this depends on the parents'/guardians' ability to pay as most of their services are quite expensive. They have speech programs to assist learners with language disorders. They also

have assistive technologies such as Cpen readers and KURZWEIL 3000 which help learners with language disorders.

Teacher A uses the Performance Lag Address Program (PLAP) to help learners with language disorders. The program assists learners in learning simple English and mathematics skills. They teach them simple basic concepts in English and mathematics and then join the rest of the class in other subjects. For a learner with a language disorder, PLAP helps such a learner to read stories and to discover some new words. Teacher A also makes use of group work to assist learners with language disorders. In groups, they help one another to discover new English words. Teacher B conducts remedial lessons to assist learners with language disorders. She groups the learners and helps them to learn some new words and concepts at a slow pace. She sometimes gives them beginners readers such as the Sunrise collection and they learn many new English words. She also makes use of group work to assist learners with language disorders. She added that learners in groups complement each other, and they will be assisting each other.

The learners confirmed support strategies used by their teachers. The learners highlighted that they are given books to read on their own. Sometimes they are put in groups and do some tasks as a team. One learner also mentioned that their educator once grouped several learners who had challenges to understand some concepts and assisted them. However, I noted that learners used terms such as “sometimes” or “once” to explain the frequency of these support services. From these statements, I deduced that the services are not offered more regularly. This is evidenced by the following excerpts:

Sometimes they give us textbooks to read at home. (L12/FGD/ln58)

They sometimes ask our classmates who understand some concepts to help us. (L8/FGD/ln44)

Our English teacher once grouped a number of us who did not understand to help us. (L16/FGD/ln56)

Our English teacher groups us into small groups. (L20/FGD/ln56)

The speech-language therapist clarified on services they offer secondary school learners with language disorders. His accounts are shown below.

Ohh well, uh-hmm, in principle we do have programs for learners at secondary school level, but when we go there, we find out that the majority of our secondary school

learners do not want to be identified with such programs. So, I wouldn't say we have the functional language speech programs for them as such, but in primary schools, yes we do, but that doesn't mean there are no learners at secondary school who need our help, we do have them, although they are very few. (P01/SI/In24-28)

He added that:

Well I had said we do have, uh-hmm, such learners in the secondary school. We are there to support them, but I said most of them are not willing to take up these programs, but the programs are there. I think there is some stigma that is attached to one being found in this speech program when you are in Form 4 or 3, that's the problem. (P01/SI/In108-110)

The speech-language therapist was also requested to clarify whether secondary school teachers were aware of support services on offer to support such learners with language disorders. He explained that very few secondary school teachers were aware of language disorders. He argued that most people are aware of physical disabilities as they can be seen, but when it comes to neurodevelopmental disorders such as language disorders, most teachers are not aware of the issue. He explained that very few secondary school teachers are willing to take up duties in the SNE Department. Here is what he said:

that is where we are now, it is very imperative now for us to go back to teachers, they have to assist us. We need to train them, people come out of college without any background on learning disability. Someone is teaching, and in his/her class, they have learners with learning disabilities, but they have no background or what so ever on learning disability they cannot identify. It is now our baby as a department that we have to go and train, but we have challenges now. Because of the economy, finances. It's impossible to train everyone. But the Ministry is actually doing something to train. It might take long, but we are getting there, so the learners are there but are afraid of coming out, right. So it is the duty of the teachers to assist these learners to be identified so that we can assist them, because when we go to a secondary school, the school head will simply say okay, teacher so and so who is in charge can you please attend to these ladies and gentlemen. You would realise its only one teacher. Sometimes the teacher has no background on learning disabilities. So where do we start? So the problem now as I see, it's our higher learning institutions [which] must incorporate this aspect of special needs in their curriculum...thus the challenge really. (P01/SI/In128-

He also showed his concern on secondary school learners with language disorders who do not want to be associated with SNE. These were his views:

I always ask myself that you find out there are many learners with language problems at primary level but very few at secondary level, maybe it is reduced by 200% then you wonder. Is it because teachers at primary schools managed those cases such that when they reach secondary level they no longer have the problems? We always have questions, no it can't be, would it be that they did not proceed to secondary school then [we] will say no, the majority do proceed, then we left with this question, maybe there are there in secondary school, but they do not want to come out in the open because of what is happening in their environment, they are afraid of their peers. (P01/SI/In122-127)

The speech-language therapist highlighted that there are programs designed for learners with language disorders in secondary schools, but they are not “functional”. This means that speech-language therapists have focused on primary school learners with language disorders, while secondary school teachers remain with a task to assist secondary school learners with language disorders. This was also confirmed by one learner who said:

Mmmm besides our teachers, I have never seen other people coming here to help us, but there are some who came at my school while I was in Grade 5 at (name withheld) primary school. They would come after lunch to teach us, give us some words and then we were tasked to pronounce those words. Then they will help us explain the meaning of the word. They only came two times since I was grade 5 up to Grade 7, I was new. (L08/FGD)

4.4.2.3 Sub-theme 3: Challenges in implementing these services.

The participants were asked to outline the challenges they are facing in implementing support services for learners with language disorders. The challenges faced by speech-language therapists, remedial therapists and teachers are unveiled in Figure 4.4 below.

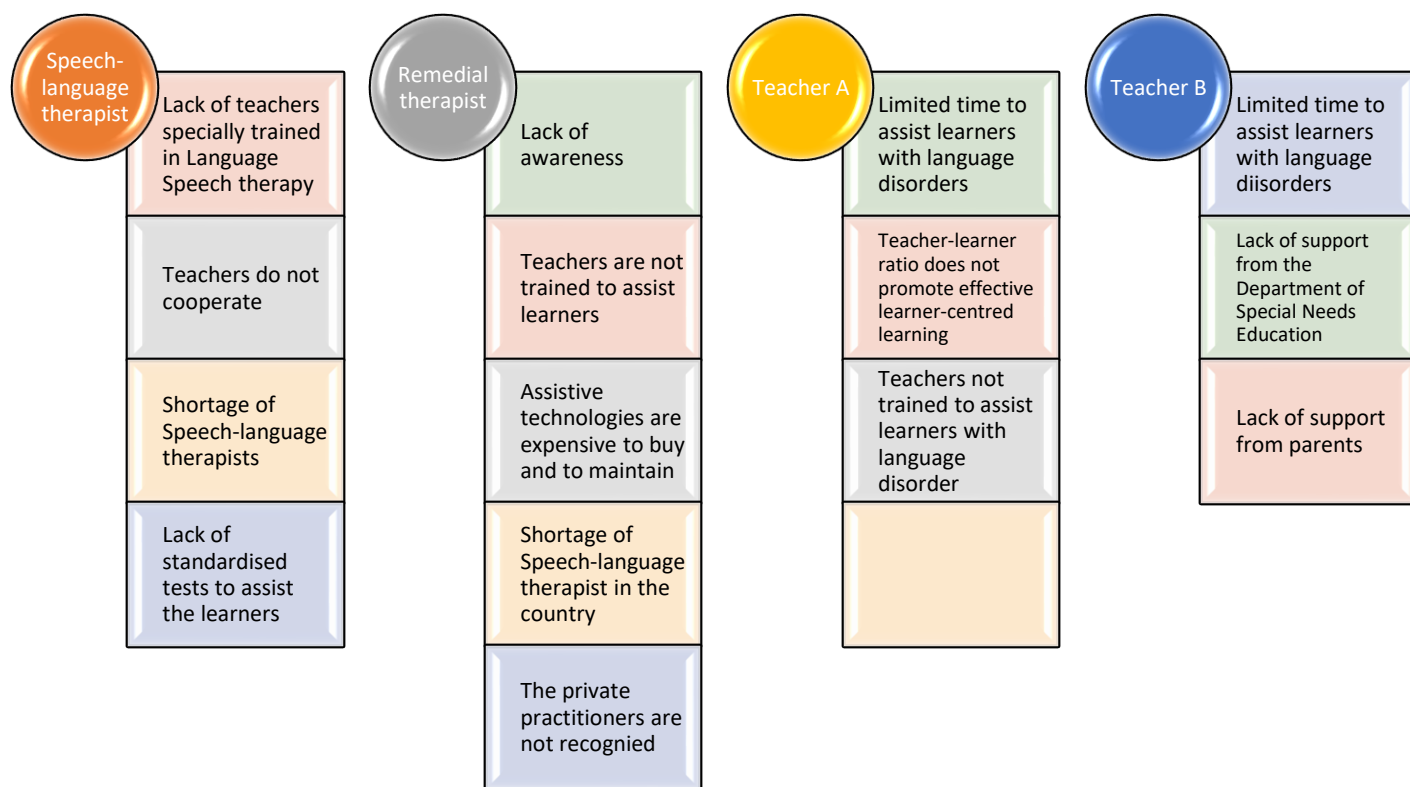


Figure 4.4: Challenges in implementing support services for learners with language disorders.

According to the speech-language therapist, teachers are not specially trained in speech-language therapy. So when they go to schools, they first train teachers, which is time-consuming. He also added that there are very few speech-language therapists in the country; for example, he is the only speech-language therapist in Matabeleland North province; therefore, he is always under pressure. He also revealed that teachers are not cooperative; they do not want extra duties without allowances. Teachers need to be paid for conducting speech programs to assist learners with language disorders. He also argued that the strategies used to support learners with language disorders are not national in character. There are no nationally standardised tests to assist learners with language disorders; each province has its own type of tests.

The remedial therapist argued that lack of awareness on language disorders was the main challenge affecting the community. He argued that teachers, parents as well as learners

themselves are not aware of what language disorders are. It is because of lack of awareness that learners with language disorders are labelled. The following were his views.

Through the level of awareness, these kids are already labelled, dull lazy whatever, and again that system of exclusion that was there before it was not good. But inclusion is the key. It's good to have specialist within the mainstream and support these kids. It gives acceptance. There is acceptance from other kids. They will understand okay, he has a problem with this and he is being assisted, the child becomes a normal child, so intervention becomes easier. We have acceptance from the teacher, student, and parent. Once we have that [tapers off]. (P02/SI/In110-115)

In addition, the remedial therapist also highlighted that teachers are not trained to assist learners with language disorders, so this is a serious problem because teachers who spend more time with the learners do not know how they can assist the learners. This challenge is worsened by a serious shortage of speech-language therapists in the country. For example, he argued that the Metropolitan province did not have a speech-language therapist. It must be mentioned that the province under investigation did not have a speech-language therapist, so I had to get assistance from a speech therapist from another province.

The remedial therapist also mentioned that assistive technologies to assist learners with language disorders are expensive to buy and to maintain.

Another challenge is the finance. All the equipment is quite expensive. for instance, the Kurzweil 3000, you need a licence, for one computer we are looking at 23 000 to 25 000 Rands just for one year's licence, but it's a tool that is extremely good.(P02/SI/In122-124)

In addition, he also felt that private practitioners were not recognised by the Zimbabwe Schools Examination board (ZIMSEC). The following were his statements:

When applying for accommodations at Zimbabwe Schools Examination Council (ZIMSEC) says they will want assessment report from schools psychological services from the Ministry of Education and not anybody else, and these are the people we trained with. Somebody who is in the government and the one who is private all went through the same training. Why not consider our reports as well? When I enquired with ZIMSEC for my client I was told so, so those are some of the challenges we are facing. We have the same qualifications, but, you know. (P02/SI/In147-151)

I highlighted factors such as the teacher-learner ratio, limited time to assist learners with language disorders, lack of expertise in assisting learners with language disorders, a lack of support from the Department of Special Needs Education and lack of support from parents/guardians as challenges in implementing support services to learners with language disorders. Teacher A argued that the teacher-learner ratio does not promote effective learner-centred learning. She argued that there are many learners in a class, and there is a limited time for effective learner centred learning. She added that they do not have enough time to assist learners with language disorders. The following were her views.

We do not have enough time to assist the learners. We have afternoon activities, and in some days we have afternoon lessons so there is limited time to assist learners in need.
(P03/SI/ln8-9)

The same sentiments were shared by Teacher B, who argued that they are a hot-siting school (double-session school) hence they do not have extra time for learners with language disorders. She said:

We are a hot sitting school and to deal with such kind of learners; you will need time with them after school/lessons. Our lessons are just 30 Minutes per lesson unless I have a double period for 1hr 10 minutes. So we hardly have time to do all of these strategies as well as the resources like a good library. (P04/SI/ln15-17)

First group starts school at 7.20 up to 12 pm and the second group from 12 to 5 pm. so when we done with them, they just go home, but more time is needed for some fun activities like spelling competitions and the like, so more time is needed so that these activities will be encouraged. (P04/SI/ln59-61)

Teacher B also highlighted that some parents did not cooperate in assisting learners with language disorders. She added that very few came for consultation days. Furthermore, teacher B also mentioned that there was a lack of support from the Department of SNE. She argued that she has never seen a speech-language therapist in the school while there are many learners in need of help. She added that the District Special Needs department does not come to schools but organise all schools in the district to meet at a community hall for psychological tests and referrals. She expressed the following.

There was one learner that I had yes with speech problems, and we had some of the psychological services coming at a community hall. I didn't really like what they did, the

parents we have in our area are not enlighten to these services because when you start telling them your child has a disorder or is a slow learner, you will be upsetting him. Psychologists don't come to the schools. And then when you refer the child to them, they will say tell a parent to come to offices in town and the parent cannot even afford to go there. They should come to the schools they don't come to the schools, while they want children to come to them. (P04/SI/ln63-68)

She added that:

Uh-hmm, the speech-language therapist never came at this school, never, like right now when I referred this boy, I called the parent and advised the parent to take the child to a special school or stimulation school. But the parent doesn't understand, we have no resources in this school, because in case we identify these learners, you know this child I was talking about, talk to him one on one, you can tell something will come up, but we do not have the time really to assist. (P04/SI/ln70-74).

Furthermore, she expressed her concern over the way the Schools Psychological Services and SNE Department conducted their duties. This is what she said:

I think we don't have enough educational psychologists because a lot needs to be done, I don't know, are they free? They are always busy. They come to the community hall to assist all learners with such problems in our districts; all schools and even parents of learners with psycho-social problems, with disabilities, Jairos Jiri all in one hall will be invited those with physical or learning disabilities all in one hall! And then they only refer learners to someone else, but us as teachers and parents will be thinking that our learners will get help, but they are just referred to someone else. Parents will tell you we have been through those places before. I have been told that my child has A B C and D, but I cannot go to such places, I don't have the money what can I do? (P04/SI/ln80-85)

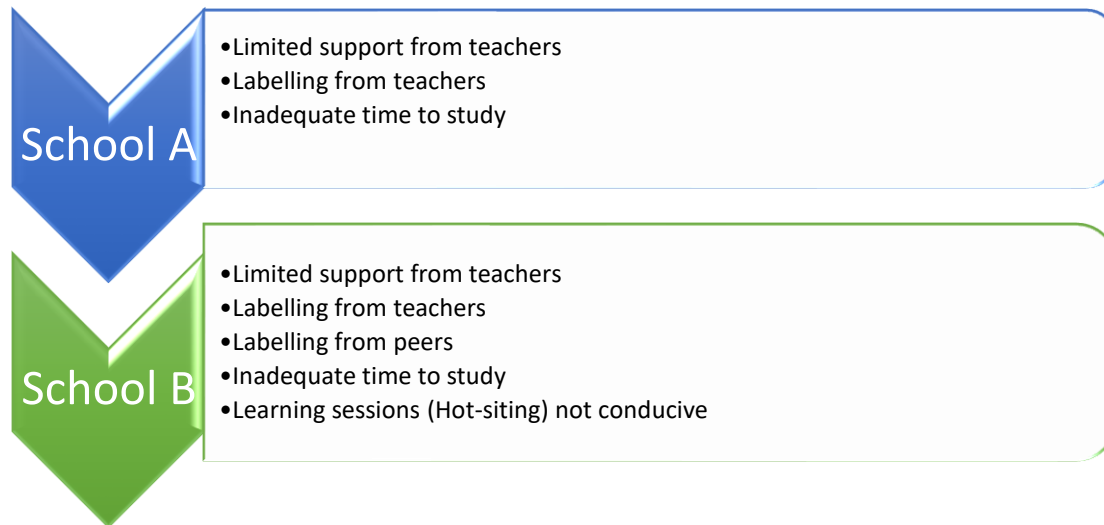


Figure 4.5: Challenges faced by learners

Learners also highlighted challenges which they faced during teaching and learning. Figure 4.5 summarises challenges faced by learners.

The learners outlined the challenges they faced during teaching and learning. These included limited support from educators, labelling from teachers and their peers, inadequate time to study and they mentioned that learning sessions are not conducive. Learners said that some teachers did not take action whenever they had academic challenges, and they would often compare them to other learners. Learners also highlighted that even if they approached teachers after lessons for clarifications, teachers would not have time to assist them. In addition, learners also argued that some teachers were not approachable. The learners from school B argued that some teachers were not patient with them as they struggled to understand some concepts. This was evidenced by the following views:

Eye vele bathi asizwisisi compared to amanye ama class. (They always say we unlike other good classes). (L15/FGD/ln23)

Ah ama teacher ayasitshingelanxasingabuzaimibuzobayabebelama stress abo (Ah sometimes teachers shout at us when we ask questions, they are always stressed (L10/FGD/ln20-21).

Some teachers will be having stresses from their homes then they come here and express their anger to us. So I think our teachers need to be counselled or something. (L12/FGD/ln23-24)

We just have a bad luck in everything. (L17/FGD/ln87)

Learners from school B also added that their peers would laugh at them when they contribute or participate in class. Some learners would be teased whenever they study.

If we have a free period, we supposed to study, but most of us will be playing.
(L15/FGD/ln41)

When you try to open a book, others laugh at you. (L19/FG/ln42)

Ahh whenever I raise my hand to give an answer during the lesson, others laugh at me.
(L29/FGD/ln45)

One learner also proclaimed that the hot sitting learning session disadvantaged her because she could not concentrate in the afternoon.

I do not like learning in the afternoon, I cannot concentrate. (L7/FGD/ln90)

During lesson observation, I noticed that most learners were failing to concentrate during the lesson. The observation was conducted during the last lesson of the day at 16h35. Although the educator tried to encourage discussion and participation during the lesson, it seemed like some learners were not in the mood for learning. What also disturbed the learning mood of the learners was the shortage of furniture in the classroom. So during the lesson, some learners were trickling in carrying chairs and desks.

Discussion of Theme 2

In examining the relevance of the curriculum on learners with language disorders, teachers argued that the curriculum accommodated learners with language disorders to a lesser extent. It must be noted that teachers, the key implementers of the curriculum, experience many challenges in implementing the curriculum, and they contend that the curriculum does not support learners with language disorders. Ncube and Hlatywayo (2014) argued that unplanned or de facto inclusion is the most common type followed in Zimbabwean schools. With this type of curriculum, students with disabilities are exposed to the main curriculum of the regular school, in regular school settings. However, this “one size fits all” curriculum does not accommodate the needs of learners with language disorders as highlighted by teachers.

However, the speech-language therapist argued that the curriculum does support learners with language disorders. So based on the results of the findings, there is evidence of lack of collaboration among office-based professionals (the speech-language therapist) and school-

based professionals (teachers). This confirms a research study by Gallagher et al. (2019) who argued that there is limited consensus between professionals who deal with language disorders. Office-based speech-language therapists are not really exposed to what is happening in the schools.

The participants outlined support services they offer learners with language disorders. The Performance Lag Address Program (PLAP) has been prescribed by the ministry to help learners who are struggling academically in secondary schools. Besides, the use of PLAP, educators have come up with other strategies to assist the learners with language disorders such as giving them some beginners reading books, e.g. the Sunrise collection, to read. As highlighted by Beck et al. (2013), reading more books help learners learn new words and that assist in building up learners' vocabulary.

The speech-language therapist also highlighted support services they offer learners with language disorders. However, it is important to note that these services are mostly offered to primary school learners with language disorders rather than secondary school learners with language disorders. This raises serious concerns because secondary school teachers who do not have expertise to assist learners with language disorders are not being supported by professionals who have expertise to assist learners with language disorders.

The remedial therapist also explained there was a wide range of services to assist learners with language disorders, however, judging by the location of the centre, very few people had enough money to access the services, especially learners from the high-density areas. In addition, he admitted that these services were quite expensive.

The shortage of specialists such as speech-language therapists, educational psychologists, audiologists and physiotherapists in the education sector has been a serious cause for concern. Sunai and Mutua (2013) argue that there is no support staff (such as speech-language therapists, educational psychologists, audiologists and physiotherapists) in the education sector. Thus, the functions of these specialists become the responsibility of teachers with no training in these areas. In the same vein, Mutswanga and Mapuranga (2015) also confirmed that there are very few speech-language therapists in Zimbabwe. They maintained that few of these specialists are found at health centres, and they were never or rarely available in schools.

A lack of cooperation from educators, which has been highlighted as a challenge by the speech-language therapists, emanated from teachers' lack of expertise to assist the learners. Secondary school teachers are not trained or supported to assist learners with language

disorders. According to Zwane and Malale(2018), teacher training for teachers in the mainstream classroom “rarely prepares teachers for working in diverse classrooms and in particular does not equip them with the confidence, knowledge and skills to effectively support learners with disabilities”, like language disorders. So, teachers who are not trained as speech-language therapists cannot replace the functions of speech-language therapists. The teachers are there to support speech-language therapists as they assist the learners but do not replace speech-language therapists. This explains why teachers who assist learners with language disorders demand allowances for assisting the learners as highlighted by the speech-language therapist.

Quality of education includes appropriateness of teaching, level of children participation in the system, survival, coverage and performance of pupils in public examinations. This is made possible if the teacher-pupil contact hours are meaningful (Dube, 2016). One of the major indicators of quality education is the educator-learner ratio. The educator-learner ratio in most developing countries is in a worrying state (Dube, 2016). Research findings indicate the teacher-learner ratio as too high for effective learner-centred learning (1:40 to 50). High teacher-learner ratio and over crowdedness leave educators with no room to accommodate learners with special needs such as learners with language disorders (Chimhenga, 2016). Over crowdedness in the classroom has forced teachers to use the lecture method as a teaching method (Ngwenya, 2019).

A lack of support from the SNE Department was another challenge facing teachers in mainstream secondary schools. Consistent with the global world, in Zimbabwe, inclusion is grounded in social, physical, cultural, and emotional integration of learners with unique needs and those who are at risk of exclusion and marginalization in general education (Majoko, 2018). Ideally, the Schools Psychological Services and SNE Department place and support learners with low support needs in general education classrooms (Majoko, 2018). However, the results indicate that teachers are unhappy with the limited support from the Schools Psychological Services and SNE Department. Teacher B mentioned that they have never seen the department coming to assist learners with special needs. So the functions of Schools Psychological Services and Special Needs Education become the responsibility of teachers who do not have expertise in assisting learners in need (Sunai& Mutua, 2013).

Teachers highlighted a lack of parents’ involvement in their children’s education as another setback in assisting learners with language disorders. Schools and parents share the responsibility for meeting the needs of the children as they learn. For learners with language

disorders to be effectively assisted, teachers and parents must work together. However, parents and guardians have little involvement in curricular and classroom practices beyond enrolling their children in schools where curricula are followed (Ncube & Hlatywayo, 2014). Mpofu (1999, as cited in Ncube and Hlatywayo, 2014) postulate that in Zimbabwe, there is a strong relationship between low economic status, low parental literacy levels and non-involvement of parents in their children's education. In this case, I believe parents are not supportive of their children with language disorders because they are not aware of what language disorders are. Parents need to be enlightened. Therefore, I concur with the remedial therapist that awareness is the key.

Findings indicate that learners lack support from the teachers and are labelled by their peers. Krystal (2015) highlighted that learners with language disorders have low self-esteem and lack confidence as they learn. Low self-esteem emanates from the way they are treated as learners and the labels attached to them. This explains why learners with language disorders often develop compensatory strategies to cover up for their condition. As a result, learners with language disorders are at risk of social and emotional problems compared to their typically developed peers (Forrest et al., 2018).

4.4.3 Theme 3: The effect of the use of a second language (L2) as the medium of instruction on learners with language disorders

This theme refers to the participants' perspectives on the effect of the use of a second language (L2) as the (Mol) on learners with language disorders. Two sub-themes emerged: 1) Benefits of the use of L2 as the Mol affect learners with language disorders and 2) Challenges faced by learners with language disorders in multilingual education settings.

4.4.3.1 Sub-theme 1: Benefits of the use of a second language as the medium of instruction

Teacher B argued that the use of a second language (English) as the Mol helps learners to fit into the global village. She argued that during their time at school, they were forced to communicate in English and that has helped her a lot. However, most learners now do not want to use English.

You know learners must be able to at least communicate in English...you know during our time we will be forced to speak in English in the school facility and even at home but now we no longer forcing the learners to use English. (P04/SI/In32-33)

She also added that nowadays, learners could not communicate fluently in English because schools no longer enforce the use of English in the school premises.

So English is tough in our communities and thus affecting the learner because if you address them in English, they are just blank. I don't know, maybe it starts from primary I don't know or whether it stems from home, I don't know. (P04/SI/ln33-35)

4.4.3.2 Sub-theme 2: Challenges faced by learners with language disorders in multilingual education settings

The participants shared a similar view that the use of a second language as the Mol negatively affected learners with language disorders academically. They argued that the use of a second language as the Mol negatively affected learner's performance. Teacher shared the following thoughts:

Yes, it does affect learners since the learner will be using a second language at school and not at home. Somehow it does affect his/her performance. (P03/SI/ln19-20)

It is difficult, you know. Sometimes you find out that you go through the lesson...like during my early years as a teacher, I would use English throughout the lesson without the use of any vernacular language, but you find out that some learners do not understand and are left behind. So, I realised that when I use English through and through, those with language disorders are disadvantaged. (P04/SI/ln26-29)

The Speech-language therapist also argued that the use of a second language as the Mol disadvantaged a learner with a language disorder who was already disadvantaged by his/her condition. He said:

Well, uh-hmm, we are looking at children with language disorders but the language of instruction is English right ...we are already burdening a child who has a burden right...we are bringing in this foreign language which to them it's difficult yet they are struggling with their own local language...hence we have a very serious problem. (P01/SI/ln47-49)



Figure 4.6: The effect of the use of L2 as the MOI on learners with language disorders

The speech-language therapist mentioned that in their province, they normally translate their tests into the local languages to assist learners. They have District Remedial tutors who do the translations. He highlighted the following:

But what we normally do in our province is, you know our province has so many languages, we speak of Ndebele, IsiXhosa, Tonga, Nambia, in fact, Hwange is a boiling pot we have Ndebele, Nambia, Shona, Tonga there. That is the problem we have. So we ask our District Remedial tutors, right, to actually adapt these tools that we use to get the information from our learners. They adapt it to the local learners, this is what we do, so that all learners who speak different languages can benefit. (P01/SI/In52-56)

Furthermore, the speech-language therapist explained the main challenge they faced in multilingual education settings. He argued that although their tests to assist learners with language disorders are in local languages, these would have been interpreted from English. This becomes a weakness because the tests lose their original meaning during translation. He cited that:

Our tools are in local languages, but these have been interpreted from English, which on its own is a weakness again because you realise that as you are interpreting, the test tends to lose the integrity of the original meaning, so that is the challenge that we have. (P01/SI/In57-60).

Learners also highlighted the challenges they face in multilingual education settings. The learners mentioned that English was challenging to them. They had challenges in understanding

instructions when instructed in English; they struggled in constructing sentences and pronouncing some English words. The learners highlighted that their educators now use English mixed with local languages for them to understand. However, even if teachers use local languages to explain some concepts, some learners fail to explain the concepts on paper. The excerpts that follow illustrate the challenges faced by learners with language disorders in multilingual contexts.

In this class mam, you see English is a challenge...however Ndebele is better because we all speak Ndebele. (L4/FGD/In28)

Our teachers mostly use Ndebele, so we cannot translate what we have learnt in English on paper. (L7/FGD/In31)

I have a challenge; I can't understand well some instructions. (L6/FGD/In32)

Kwesinyeisikhathibayakwanisaukuthinxabekhulumalaweungazwaveleokuthibathini [sometimes I don't understand instructions when the teacher is instructing me]. (L9/FGD/In29)

Sometimes I have a challenge of pronouncing well some English terms. (L5/FGD/In34)

During the classroom observation in school B, I noticed that learners used local language as they were discussing among themselves. There was one learner who was trying to explain her ideas in English, and the rest of the class laughed at her. Some learners were passive; they could not even contribute anything during the discussions or participate during lessons. Thus, judging from the classroom observations, most learners with language disorders feel so embarrassed to participate during lessons.

Discussion of Theme 3

The findings indicated that the use of a second language as the Mol negatively affects the academic performance of learners with language disorders. Existing literature is replete with the effect of the use of the second language as the Mol on all learners in general. In Australia, O'Conner et al. (2015) concluded that learners who enter school but were not yet proficient in English, were at risk of experiencing low education outcomes. In Tanzania, Lupogo (2014) concluded that the use of a second language in vocational education training was a disadvantage because most students failed to understand the language of instruction. In addition, Vuzo (2018) argued that the use of a second language in Tanzania contributes to school dropout as the use of unfamiliar language as an Mol contributes to learners' lack of

interest in learning. In South Africa, Krugel and Fourie (2014) argued that most teachers lacked the necessary English skills to teach English effectively; hence most learners do not perform well. Therefore, Potgieter and Anthonissen (2017) concluded that in South Africa, very few learners had been accommodated in the multilingual system where a second language is used as the Mol. In Zimbabwe, Phiri et al. (2015) concluded that learners learn better and benefit more in the education system if the Mol is the same language they use at home.

However, there is limited literature focusing on the effect of the use of a second language as the Mol on learners with language disorders (Zoutenbier&Zwitserlood, 2018). As noted by Garcia and Tyler (2010), learners with language disorders acquire the second language more slowly since such learners are already struggling to acquire their first language fully. Hence, the use of a second language as the Mol affects learners with language disorders to a greater extent.

It is also important to highlight that the issue of language to be used by the speech-language therapists in assisting learners with language disorders remains a bone of contention (Goral & Conner, 2013). Speech-language therapists use a variety of tests to assess the linguistic and communicative skills of individuals. Most of these tests are monolingual tests. Many of these tests are developed in English, and normative data have been collected from monolingual, native speakers of English, hence items on the tests may not be applicable across cultures (Goral & Conner, 2013). So using monolingual tests to test learners in a multilingual context may result in inaccurate conclusions (Goral & Conner, 2013). O'Toole and Hickey (2013) asserts that due to the absence of tests in local languages, speech-language therapists translate English-based language and psychological tests into local languages, and it is a time-consuming process. Research findings indicate that the speech-language therapists have tried to interpret the tools from English to local languages. However, besides the fact that the process is too time consuming, the meaning and integrity of the test would have been lost hence the tests become meaningless.

4.5 CONCLUSION

This chapter presented research findings from Case 1. The demographic data of 29 participants was unveiled, followed by the outline of the themes and sub-themes that emerged. Themes and sub-themes were discussed, and relevant quotations and excerpts from the interview transcriptions were included. Chapter 5 shall unveil research findings from South Africa (Case 2) and consolidated results.

CHAPTER 5: RESEARCH RESULTS AND DISCUSSION – SOUTH AFRICA (CASE 2) AND CONSOLIDATED DISCUSSION

5.1 INTRODUCTION

This chapter is divided into two sections. Section A presents research results from South Africa (Case 2). The demographic data of twenty-seven participants will be discussed, followed by a visual representation of each of the themes and sub-themes. Themes and sub-themes are discussed in more detail in the following sections. Relevant quotations from the interview transcriptions are also included. Section B shall present consolidated results from both cases highlighting the differences and similarities on systemic support strategies for supporting secondary school learners with language disorders in multilingual contexts.

5.2 DEMOGRAPHIC PROFILE OF THE PARTICIPANTS

In this section, the demographic profile of the participants in Case 2 is presented. Table 5.1 shows the demographic profile of the speech-language therapist, educational psychologist and three educators.

Table 5.1: Demographic profile of the study participants in Case 2

Participant	Sex	Age	Marital status	Work experience	Qualifications
Speech-Language Therapist (SLT)	F	53	Single	13years	<ul style="list-style-type: none">• Bachelor's degree in Speech and Hearing Therapy
Educational Psychologist (EP)	F	53	Married	13 years	<ul style="list-style-type: none">• Master's degree in Educational Psychology• Bachelor of Education in Educational Psychology• Bachelor of Arts (Education and Psychology)• Secondary teachers' diploma
Teacher C	M	35	Married	16years	<ul style="list-style-type: none">• Bachelor of Arts in Communication Sciences• Diploma in Education

Teacher D	F	31	Single	7years	<ul style="list-style-type: none"> • Bachelor of Education in English • BED Honours degree in Educational Management
Teacher E	F	46	Single	16years	<ul style="list-style-type: none"> • Bachelor of Arts • Higher Diploma in Education

Table 5.1 presents the demographic profile of adult participants; one Speech-Language Therapist (SLT), one Educational Psychologist (EP), three school-based stakeholders (English Language teachers), and 22 learners. A speech-language therapist is employed in the Gauteng Department of education and is stationed at a nearby special school in the district. An Educational Psychologist is stationed at a University, and she is also a private practitioner. Semi-structured interviews were conducted with the speech-language therapist, educational psychologist, and three teachers.

Table 5.2: Demographic profile of the study participants in Case 2

Participants	School	Level	Age Range (13-16years)	Total number of learners
Girls	C	Grade 8 (Form 1)	<ul style="list-style-type: none"> • 13yrs- 1 • 14yrs- 4 • 15yrs- 1 	6
Boys	C	Grade 8 (Form 1)	<ul style="list-style-type: none"> • 13yrs- 1 • 14yrs- 1 • 15yrs- 1 	3
Girls	D	Grade 8 (Form 1)	<ul style="list-style-type: none"> • 13yrs- 2 • 14yrs- 2 • 15yrs- 1 	5
Boys	D	Grade 8 (Form 1)	<ul style="list-style-type: none"> • 13yrs-1 • 14yrs-1 • 16yrs-1 	3
Girls	E	Grade 8 (Form 1)	<ul style="list-style-type: none"> • 14yrs-2 	2
Boys	E	Grade 8(Form 1)	<ul style="list-style-type: none"> • 13yrs-1 	3

- 14yrs-1
- 16yrs-1

Total - - - 22

Table 5.2 shows the demographic profile of the learners from three schools. There were nine boys and 13 girls who participated in the study. In school C, nine learners were part of the study; six girls and three boys aged 13-15 years. In school D, eight learners participated in the study; five girls and three boys aged 13-16 years. In school E, five learners were part of the study; two girls and three boys aged 14-16 years. These learners were identified by their educators as having language disorders. It must be highlighted that this judgement made by educators was based on their understanding of language disorders.

5.3 PARTICIPANTS' DISTRIBUTION AND THEIR CONTRIBUTION TO THE STUDY

Table 5.3 shows participants' distribution and their contribution to the study.

Table 5.3: Participants' contribution to the study

Participant	Participant Code	Focus Group Interviews (FGI)	Semi-structured Interview (SI)	Classroom observations (CO)
Speech-language Therapist	P30	-	✓	-
Educational Psychologist	P31	-	✓	-
School Teacher C	P32	-	✓	✓
School C	L35 to L43	✓		
School Teacher D	P33	-	✓	✓
School D	L44 to L51	✓		
School Teacher E	P34	-	✓	✓
	L52 to L56	✓		

Table 5.3 shows the distribution of twenty-seven participants and their specific contribution to the study. The participants' names are not shown to ensure confidentiality. The ticks in Table 5.3 show the specific activities in which each participant took part across three data generation activities. The participants' contribution to this research is referred to where necessary as the chapter unfolds.

5.4 THEMES AND CATEGORISATION OF THE RESULTS

The themes that emerged are 1) Conceptualisation of language disorders; 2) Support services available for learners with language disorders and 3) The effect of the use of the second language (L2) as the Mol on learners with language disorders. Figure 5.1 provides a visual representation of the three themes that emerged from the data as well as the sub-themes. It must be noted that themes emerged were similar to the themes discussed in Chapter 4. The reason being that, I used the same data generation activities to collect data; semi-structured Interviews, Focus Group Discussions, and Classroom observations. Space triangulation was used in an attempt to overcome parochialism (Cohen, Manion & Morrison, 2011). However, it is also important to note that one more sub-theme emerged from Theme 2 in Case 2.

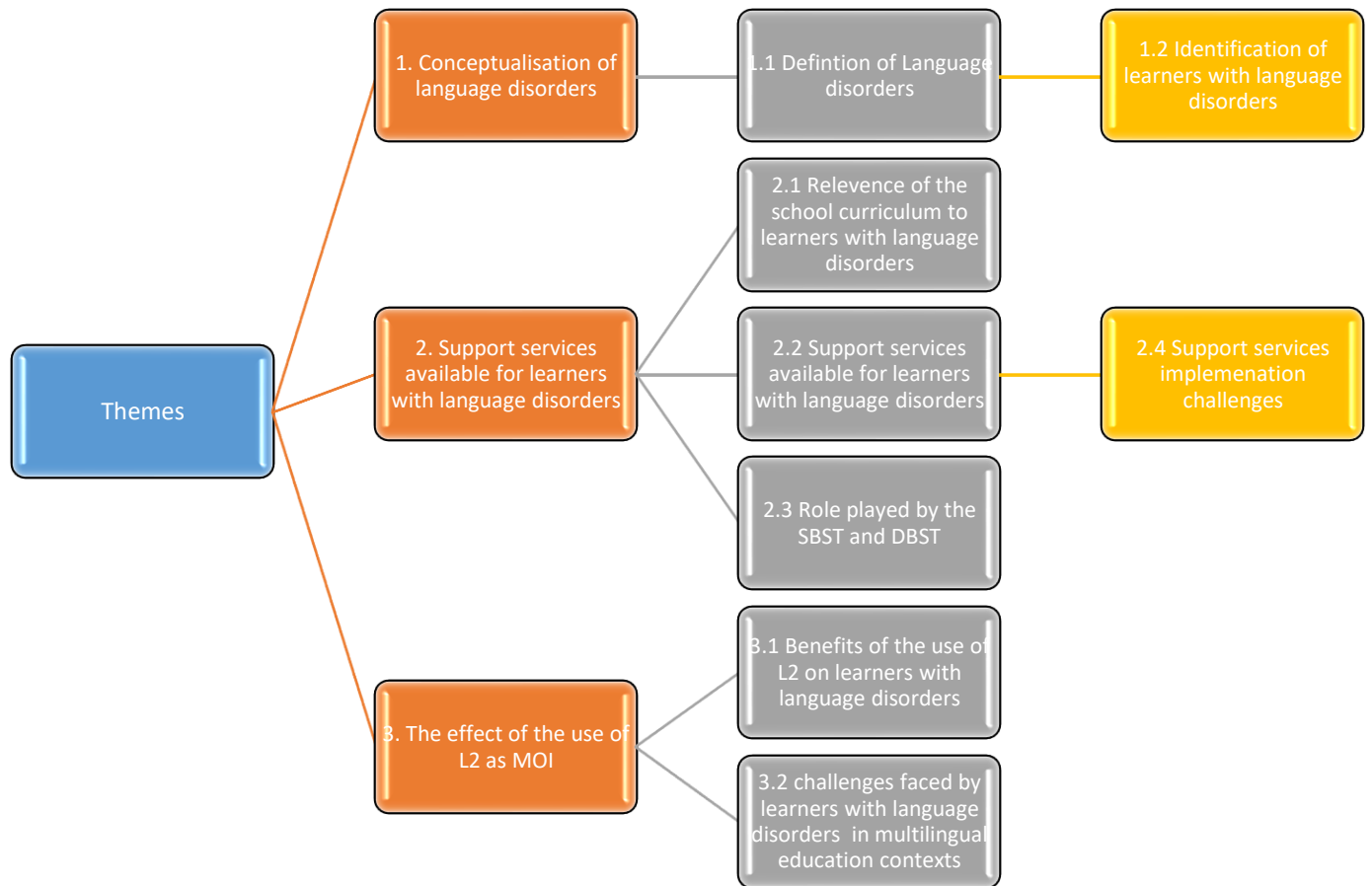


Figure 5.1: Themes and sub-themes that emerged from the data

The inclusion and exclusion criteria for each theme are provided in Table 5.4 below. A discussion of each theme and its sub-theme follows.

Table 5.4: Inclusion and exclusion criteria for each theme

Theme	Inclusion Criteria	Exclusion Criteria
Theme 1 Conceptualisation of language disorders	Reference to how the term language disorder is defined or understood in line with DSM-5's definition.	Reference to using any other terminologies such as Specific Language Impairment.
Theme 2 Support services available for learners with language disorders	Reference to support services offered for learners with language disorders in mainstream secondary schools.	Reference to support services offered for learners with language disorders in the primary level of education or special schools
Theme 3 The effect of the use of a second language (L2) as Medium of Instruction (Mol) on learners with language disorders	Reference to the impact of the use of a second language as the Mol on learners with language disorders.	Reference to the impact of the use of a second language as the Mol on all learners in general.

5.4.1 Theme 1: Conceptualisation of Language Disorders

The first theme developed from the analysis of data was the adult participants' understanding of language disorders. Within the theme of conceptualising language disorders, two sub-themes emerged. The sub-themes include; definition of language disorders and identification of learners with language disorders.

5.4.1.1 Sub-theme 1: Definition of language disorders

As highlighted in the previous chapter, this study uses DSM-5's (APA, 2013, p. 42) definition of language disorders. Therefore, five adult participants (speech-language therapist, educational psychologists and three teachers) were asked to define and explain language disorders. The speech-language therapist defined language disorder as difficulty in expressing and understanding a spoken language, be it a native language or a second language. An educational psychologist explained language disorder as something that involves poor communication irrespective of intelligence of a learner. She explained that;

Firstly, I think it's about cognitive functioning, anything that involves poor communication

irrespective of intelligence of a learner, like in schools we have learners who cannot read, not because of dyslexia again and not understanding print in general. (P31/SI/In2-4)

Teacher C and Teacher E explained that language disorders are challenges found in acquiring a certain language. Teacher D was against the use of the term “disorder”. She argued that the term was too harsh. She preferred language “barrier” instead. This is what she said:

Ah you see, you trick me up when you say disorder cause a disorder is something like eish I don't know, like ahh sickness or something. I would say a language barrier. Right, my understanding of a language barrier is when children fail to communicate in a certain language. They are not proficient in that language. Like you see here in South Africa we use English, that becomes a barrier in learning, and then I think a language barrier is inability to fully understand a certain language, having problems spelling some common words or use of some words inappropriately (P33/SI/In2-7).

5.4.1.2 Sub-theme 2: Identification of learners with language disorders

The adult participants also explained how they identified learners with language disorders. The speech-language therapist mentioned that they first give learners some tests as a screening process, and when a learner fails, then they do in-depth assessment. An Educational psychologist highlighted that she first conducts a full cognitive assessment of the learner. If the learner's IQ is average or above her expectation but still cannot read or write, then the learner has a language disorder. She commented:

in the context that I work in, Once a parent comes and says my child is not doing well at school, I do the full cognitive assessment. Which will include the cognitive assessment, and there is scholastic assessment. This one is meant to see how far is the child with academic skills as well as emotional assessment to check if there are emotions that are affecting the child academically. So once I get the intellectual image of a child, IQ of the child, if its average or above my expectations, even just a little below average ... am expecting this child to be able to read and write, even if it might not be the high standards of reading and writing. But you find some students have high IQ, the above average, some functioning super but they still can't read and write. For me it indicates that the learner has a language problem. (P31/SI/In6-13).

Teacher C mentioned that learners with language disorders tend to make spelling errors. They also cannot copy correctly what is written on the board. Teacher E argued that learners with language disorders fail to construct proper sentences and are unable to spell words correctly. She added that during reading sessions, they run away. If they are in the classroom, they try by all means not to be picked out to read, some stammer and they do not have confidence at all. Teacher D highlighted that learners with language disorders have challenges in reading and writing. This is what she said:

Mostly because I, like in English there is a lot of writing [is] required to inform of an essay which is like for communicative purposes. We also have orals. They are expected to do speeches, reading and dialogue. I just pick up something there. If someone doesn't want to give that speech and you find out that he is just quiet. Then I end up speaking his /her home language then he /she answers me. In writing as well, there is poor sentence construction, spelling, all that contribute to my understanding of a language disorder. (P33/SI/In11-15).

Teachers were also asked if the learners were aware of their challenges. Teachers argued that the learners were very much aware of their challenges, and that is why they have developed compensatory strategies to hide their condition. Teacher E shared the following sentiments:

Yes they are very much aware, when we do reading, they run away, they do not want to read (P34/SI/In4-7)

Learners confirmed that they hide out their language challenges to avoid being embarrassed amongst their peers.

If you spell the word wrong they laugh in class so I will be ashamed you know, so its best, to keep your cool in class you know. (L50/FGD/28)

Discussion of Theme 1

A lack of agreement about criteria and terminology for children with language disorders affects access to services as well as hindering research and practice (Bishop, 2017). Participants explained what language disorders are. However, the terminology debate was raised by teacher D, who argued that she preferred using “language barrier” instead of “language disorder”. She argued that the term “language disorder” was too harsh. Teachers are concerned that the term “disorder” might stigmatise learners (Bishop, 2017). Terminology around Language disorders has evolved over time, but evidence points to limited public awareness of Language disorders

(Adlof, 2020; Bishop et al., 2012). According to Adlof (2020), lack of awareness may be compounded by the fact that signs of language disorders are difficult to track.

Furthermore, proper identification of language disorders is made even more complex in a multilingual context (Belanger et al., 2020). Belanger et al. (2020) stated that three characteristics of multilingual children make it difficult to identify those at risk of language disorders, namely an even distribution of abilities in the child's first and second languages, individual variation due to social circumstances, learners in multilingual contexts lack screening instruments due to the large diversity of the group. Adlof (2020) argues that there are very few resources for the accurate identification of language disorders in multilingual contexts for the diagnosis of learners who speak more than one language.

Teachers argued that learners with language disorders were aware of their challenges. This was explained by the use of compensatory behaviours to hide their language problems such as not responding to questions, avoiding oral presentations and absenteeism. These compensatory behaviours have made it difficult for teachers to fully identify learners with language disorders. These compensatory strategies have also been noted by the National Behaviour Support Service (2011). It has been established that learners with language disorders have difficulties in the aspects of language. However, the nature of language disorders cannot be understood independent of emotional and social behaviour (Miller, 2019). Learners with language disorders experience a variety of difficulties, socially and emotionally. Social withdrawal has been a particular concern for children with language disorders, particularly reticent withdrawal or shyness in school settings (Miller, 2019). Miller (2019) added that patterns of social withdrawal in learners with language disorders co-occur with poor social outcomes such as difficulties in establishing friendships, social isolation and victimisation.

5.4.2 Theme 2: Support Services Available for Learners with Language Disorders

From the responses provided by the adult participants, a theme regarding support services for learners with language disorders emerged. Sub-themes that emerged from the theme are: relevance of the school curriculum for learners with language disorders; support services available for learners with language disorders; the role played by the School-Based Support Team (SBST) and the District Based Support Team (DBST) in assisting learners with language disorders; and challenges faced by stakeholders in implementing these services.

5.4.2.1 Sub-theme 1: Relevance of the school curriculum for learners with language disorders

South African education has been evolving for many years. According to Mandukwini (2016) upon ascendancy to power in 1994, the African National Congress (ANC)- led South African government published the White Paper on Education and Training in 1995 which provides a framework for the development of new curricula in post-apartheid South Africa. Nel and Grosser (2016) asserted that the development of Education White Paper Six (EWP6), *Special Needs education, building and inclusive education, and training system*, reflects the South African government's commitment towards the development of an inclusive education system that would enable all learners to realize their potential.

The sub-theme refers to the relevance of the school curriculum for learners with language disorders. Adult participants were asked to share their sentiments on how learners with language disorders benefitted from the school curriculum. The speech-language therapist argued that the curriculum accommodated learners with language disorders. She explained that the Ministry encourages learners with challenges such as language disorders to be referred to specialists for assistance. However, she mentioned that they received referrals mostly from the primary level of education. An educational psychologist highlighted that the curriculum does not accommodate the needs of learners with language disorders. She added that as long as the curriculum still expected all learners to be able to read and write, then it is not accommodating learners with language disorders who normally struggle to read and write. The following were her sentiments:

I don't think it does, they still focus on the print, until we move away from the print. If we still expect all children to read and write we cannot accommodate children with such disabilities. These children, neh, often compensate with non-verbal vocational subjects. (P31/SI/In31-33).

Teacher C highlighted that the curriculum does accommodate learners with language disorders to a lesser extent. He argued that there are some subjects such as creative arts that are meant for non-academic learners with language disorders. He added that in creative arts, learners are exposed to drama, music and art, so non-academic learners such as learners with language disorders at least discover their capabilities. Teacher D mentioned that the curriculum does not accommodate learners with language disorders. She argued that the curriculum has not been not designed for learners who are struggling academically. She said:

It doesn't. You know the way it is designed, you know I have had a conversation about the curriculum recently with a friend. We were looking at a type of person the curriculum

is for, and it does not cater for learners with difficulties, it caters for middle to average. I mean to above intelligent. It does not. (P33/SI/ln46-48)

The same sentiments were shared by Teacher E, who argued that the curriculum was quite broad and detailed in secondary schools. Nevertheless, it accommodates learners with language disorders to a lesser extent. She highlighted that they have limited time to help learners with language disorders and parents are not supportive. She said the following;

It does to a lesser extent. The curriculum is quite detailed really; however, less is being done to assist such learners. We [are] operating on a limited time basis. It doesn't accommodate learners with language disorders. Parents do not come when called to discuss such issues with their parents. They thinking their children will be a laughing stock when sent to a special school. (P34/SI/ln16-19)

5.4.2.2 Sub-theme 2: Support services available for learners with language disorders

Adult participants outlined the support services they offer to learners with language disorders. An educational psychologist highlighted that she does not offer support services, but she recommends the learner/client to speech-language therapist or audiologists after her series of tests. She shared the following;

I don't offer support services, but I recommend, I refer them to speech therapist thus my point of departure, they are the ones to diagnose, and also the audiologists to test the hearing, because sometimes I may speak to you like this I would assume that you are hearing but you will be missing something. You would find out that most speech therapists are audiologists so they will skip the hearing part then they will give that diagnosis. (P31/SI/ln24-27)

She also highlighted that at her private practice, her clients are mostly the working class, although in some cases she does assist learners sent to her by the schools for free.

my clients are the working class, hey, see my clients will be those. But I can't reject some clients. You know there are some cases I just cannot ignore. I do help. Some are sent to me by schools you know, and they cannot even afford to pay school funds because they do not have the money, so. But I can [t] go around publishing that I offer free services. (P31/SI/74-76)

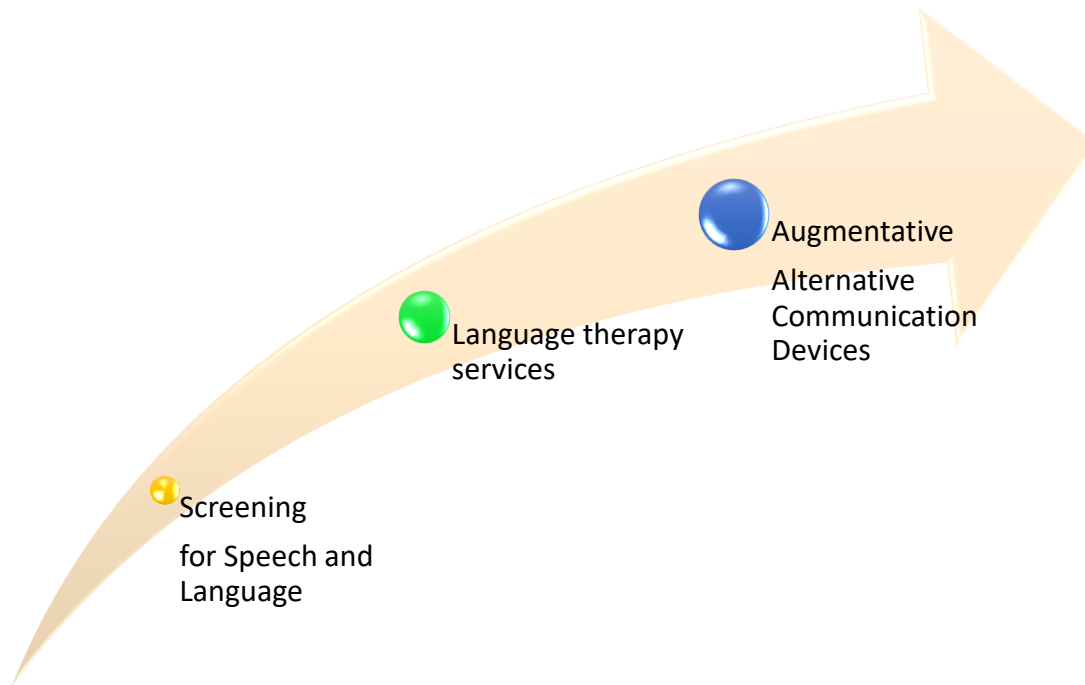


Figure 5.2: Services offered by the speech-language therapist

Figure 5.2 summarises the support services on offer by the speech-language therapist. The speech-language therapists highlighted that they do screening for speech-language. At this stage, they identify learners with language disorders. They then provide speech-language therapy services for learners diagnosed with language disorders. They have speech programs which they use to assist the learners with such as language stimulation services, where they introduce vocabulary to a learner so as to enrich a learner's vocabulary. They also have Augmentative Alternative Communication devices (AAC). AAC are communication methods that support or replace speech. These are divided into two; non-electronic AAC includes the use of pictures, symbols, spellings, and phrases to communicate as well as Electronic AAC which include the use of any electronic equipment to communicate, such as microphones and voice amplifiers. She highlighted that they formulated the services by themselves with the help of authors and other interested parties. The speech-language therapist mentioned that they mostly receive learners from the primary level of education.

Yes, we get some referrals from the mainstream schools, about three to four times a month, mostly at the primary level. (P30/SI/In14).

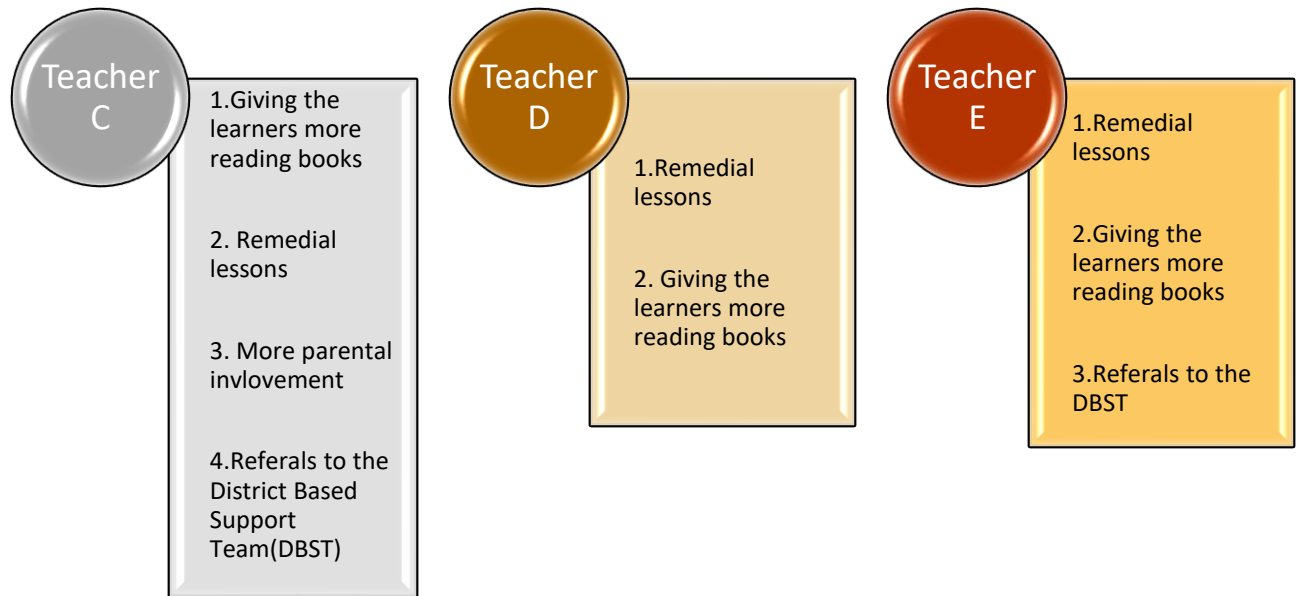


Figure 5.3: Services offered by teachers

Figure 5.3 presents strategies used by teachers to assist learners with language disorders. According to teacher C, learners with language disorders are called “learners at risk” in the school. He argued that they are at risk because it is highly probable, they will fail their Grade 12 exit examination. He argued that they design an Intervention plan or a remedial plan to assist a learner with a language disorder. He added that more parental involvement is also encouraged so that both parties (parents and teachers) can support each other in assisting the learner. Teacher C also mentioned that in some cases, where a learner presents with a severe language disorder, they refer the learner to the District Based Support Team (DBST) for further assessments and assistance. He said that;

In some cases, we refer learners to the District Support Based Team (DSBT); some learners have serious cases, so we refer them to the District. The District then will recommend that a child must attend a special school. However, there are very few special schools here in South Africa, such learners are put in a waiting list. They wait for about two to three years; the gap is too much. (P32/SI/ln15-18).

Teacher D highlighted that she gives learners with language disorders more reading books and sometimes conducts remedial lessons. However, she stressed that she could not offer them long term services. She argued that the system was solely dependent on her to assist a learner

with language disorder. She receives little support from the District Based Support Team. She mentioned that;

The problem is neh, eish, the problem is there is no one to help these learners, and you have to. I think, the system depends on me trying different ways to assist, one thing they encourage is that they call it differentiation. I must now make my lesson to support all learners with different learning needs or case, but you realise I don't have the time, so we normal do what I call "quick fix", give them something to do. You pick topics that will be easier for them when I assess them, like a topic, my holiday, maybe a bit simpler than arguing about the use of corporal punishment, you know. (P33/SI/ln20-25)

She also highlighted that:

I try to give them reading material. When I have the time, I try to make them read for me. The problem is others can read but cannot write. So I try doing all those things but as for me, I don't personally think there is a lot [I am] doing. I think I could do better, I don't think I could do better with the circumstances am thrown into. I think it's the way the system [Pause] we must just be thankful of the 80% who make it and hard luck for everybody else. I know it sounds terrible but thus the way it is. (P33/SI/ln26-30)

She added that:

I can't offer long term service. It's just what can I do to make you pass and proceed to the next grade, so it's not something long term. Sometimes I feel like am overextending myself, I feel tired, end up leave it like that will be like okay I have done my part. There are no support structures. Thus the main problem. So you just do what you can, and then at some point. You done. (P33/SI/ln35-38)

Furthermore, she mentioned that too much pressure is put on the teacher to assist learners with language disorders with little or no support from the Ministry. She said:

The system, the government, eish, you know, this is an area where it's predominately foreigners, and we have a girl who came here from Nigeria. She was taking Afrikaans, and the English was a problem. She was doing maths ah hmm, she tried and was failing, but now because the Afrikaans teacher tried helping her she is doing a lot better. We have some cases whereby a learner simple [sic] drops out of school because of language difficulty. And there is no support or what so ever to help such learners, there is just too much pressure on the teacher to do wonders with no support from the system.

(P33/SI/ln39-44)

Teacher E highlighted that there are no prescribed support services to assist learners with language disorders. She argued that services to support learners with language disorders depend on the teacher. She mentioned that she encourages learners with language disorders to read more books, and she sometimes conducts remedial lessons. However, she highlighted that there was little cooperation from the learners:

I also encourage them to read more novels. However, we do not have enough time, we will be tired, and there is no remuneration on extra lesson, so we sometimes don't put a lot of effort in these extra lessons. We do not have materials, audio and video to back up support services. Also, learners are not willing to work an extra mile. They will be thinking we are punishing them. So they don't cooperate, they feel embarrassed.

(P34/SI/ln11-14)

The learners confirmed the strategies which their teachers used to assist them. Data from focus group discussions shows that teachers use mainly three strategies to assist learners with language disorders. These are: Remedial lessons, learners are given more books and novels to read and sometimes teachers use child-centred teaching methods such as group discussions. One learner also added that some teachers have created WhatsApp groups so that learners can ask questions even during school holidays:

We also have group chats with our teachers on WhatsApp to ask anything while reading at home or during holidays. (L53/FGD/ln40)

5.4.2.3 Sub-theme 3: Role of DBST and SBST

Most teachers feel unable to adequately identify and support learners with challenges such as language disorders (Nel & Grosser, 2016). Fortunately, there are support services meant to assist educators in assisting learners with special needs. They continued by stating, it is important to highlight that EWP6 (South African Government [SA GOV.], 2001) constituted certain support structures. This includes a support team at school level, namely, the School-Based Support Team (SBST). The team comprises mainly teachers at the schools but may also involve health professionals from the community. The DBST consists of a variety of support professionals (learning support teachers, health professionals and curriculum specialists) who provide support to all schools in the district area (Nel & Grosser, 2016).

EWP 6 (SA GOV., 2001) says that the key functions of the DBSTs are to support all learners, teachers and the system as a whole so that the full range of learning needs can be met. The aim is to assist teachers in schools in creating greater flexibility in their teaching methods and the assessment of learning; evaluation of programmes, diagnosis of their effectiveness and suggestion of modifications; and to provide direct interventionist programmes to learners. The key functions of the SBST are to coordinate all learners, teachers, curriculum and institutional development support within the school and identify institutional needs. In the process they must draw in the resources needed, from within and outside the school, to address these challenges; and to monitor and evaluate the work of the team within an “action-reflection” framework.

Teachers were asked to outline the activities of the DBST and the SBST in their schools. Teacher E highlighted that the SBST assisted learners with language disorders by giving them some psychological tests. She added that the SBST sometimes refers learners to the DBST for further assessment and assistance.

We also have a SBST. In SBST we have tests we give such learners. We will be testing their speed, math skill, and language skills. When there is a need, we apply for concession or accommodations for the learner. Such learners are referred to the DBST. The DBST does help to a certain extent, but it takes time. Sometimes a learner will be over 18, so nothing can be done to over-aged learners. The parent has to make a plan. I have a learner in Grade 8 who is over 18. He has been repeating for the third time now. Accommodations are applied for, but if the parents don't give consent, there is nothing we can do. (P34/SI/In49-52)

However, teachers also highlighted that the SBST is made up of unqualified special education teachers who are full-time educators with a full workload.

We also have School-Based Support Team (SBST). They assist such learners, but the problem is they are not qualified special education teachers, they are just qualified in their subject area. But they do attend [to] someworkshops and trainings. They are also full-time educators with their workloads, so they are overwhelmed really. They are not managing. (P32/SI/In27-30).

Teacher D also highlighted that there are very few members of the DBST, and they hardly cater to the needs of all learners in the district.

we can actually, we should, angithi [Zulu for isn't it] within a school we have something

called SBST right. Neh, and then we have DBST. So they help in so many cases like social problems and learning difficulties and all that. We should in any event have access to a psychologist or psychiatrist etc. But then I will tell you because I used to work in the district, the whole district has about five psychologists. A district with 250 schools. So how are they supposed to cater for all learners? I don't know, I have never been to America or something like that but I [Talking tapered of]. (P33/SI/In84-88)

She added that a speech-language therapist is not part of the DBST, so it becomes difficult to assist learners with language disorders.

I have actually have never met a speech therapist in our district. You know we supposed to have different types of schools like mainstream like ours, then a full-service school they have all services, then a special school. I have never, hey, I could be wrong. I have seen one at the department of education. I have never thought about it anyway. (P33/SI/In90-92)

5.4.2.4 Sub-theme 4: Challenges implementing these strategies

The participants shared the challenges they are facing in implementing support services for learners with language disorders. The speech-language therapist mentioned that the number of speech therapists are inadequate to assist all learners in the district effectively.

The number of speech-language therapists is not adequate. Students are just too many. Just imagine, in this district, we are only two speech-language therapists. It's hectic really. (P30/SI/In11-12)

The educational psychologist highlighted that most special services for learners are not for free, the services are expensive. She highlighted that hospitals offer free services, but they do not have enough equipment hence they can miss out the problem when diagnosing the learner. She added that at hospitals, speech-language therapists are available once a month.

so that is the challenge we have in South Africa, services needed by schools are not for free. To me, educational psychologists must be stationed in schools. So if you do not have the money [they] will refer you to public hospitals or clinics, where maybe a speech therapist comes once in a month or so. That is the challenge. So you find out they do not [have] all the equipment. So they can miss the real problem. (P31/SI/In77-80)

She also added that:

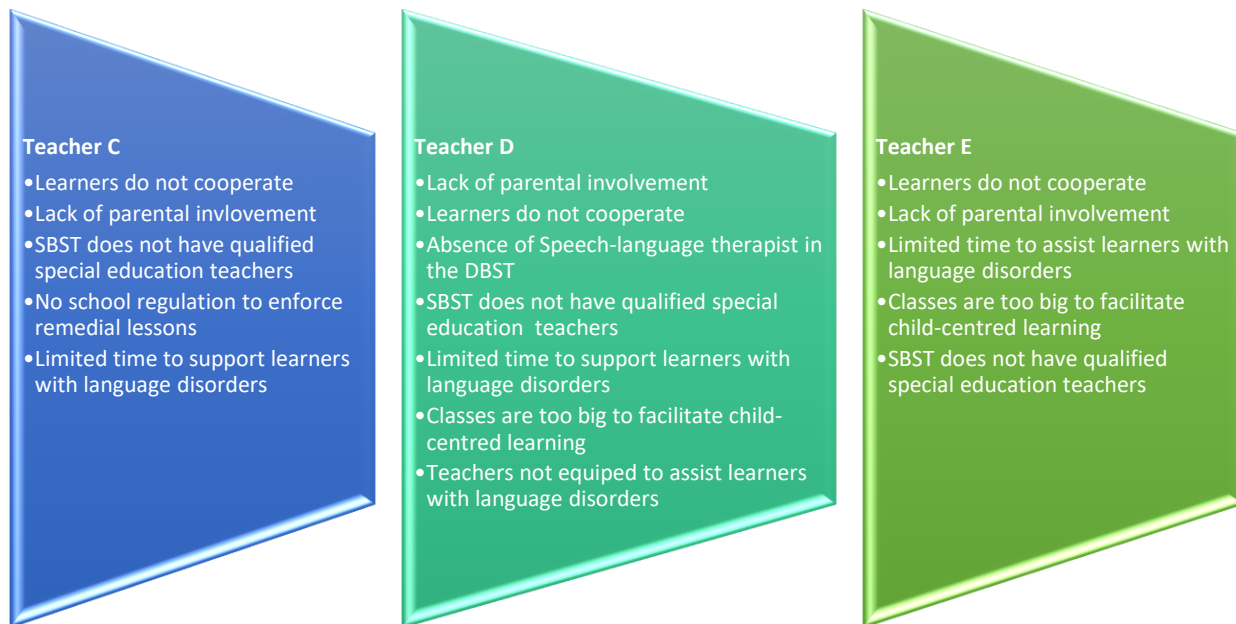
but fortunately, in Pretoria in Gauteng, we have got three academic schools, Wits, SepakoMahatse, and Steve Biko. We have got three academic hospitals that have those sections, but still it's a long queue. Ya language disorders can be easily missed. The child can go through the system haven't not [sic] being diagnosed. (P31/SI/In80-83)

Furthermore, she added that the country has a serious shortage of speech-language therapists. She argued that the limited number of speech-language therapists in the education field are also full-time teachers who do not have enough time to assist many learners. She added that some speech-language therapists practise for commercial gain, and they are mostly expensive.

we don't have enough qualified speech therapist who are working independently. Even if they are qualified, they will be full-time teachers in schools so they won't have enough time to offer such services. Those that are outside, they are just commercial, just commercial gain. (P31/SI/In54-58)

A learner from School C confirmed that he was seeing a specialist who usually assisted him academically, but he ended up not attending the sessions because his father said it was too expensive.

My parents took me to see a specialist, she would give me some school work to work



on. But I ended up not going. Ah my parents said it was costly (L39/FGDIn37-38)

Figure 5.4: Challenges faced by teachers

Figure 5.4 presents challenges faced by teachers in implementing the services. Teacher C highlighted that some learners do not cooperate and there are no school regulations to enforce remedial lessons. He also argued that there is limited time for remedial lessons, and they tended to be a clash of activities (Remedial lessons and extra-curricular activities).

Some learners are forthcoming but some actually don't come for remedial classes. They are no regulations to enforce such lessons. The other thing is that we do these remedial lessons on Wednesdays and Fridays when others are going for Sporting activities at 13.30 to 14.30 pm. However, we have challenges because most learners with Learning disabilities including language problems, are so good in sports thus why most of them don't attend the lessons. (P32/SI/In22-26)

Furthermore, he highlighted that parents are not supportive, and the SBST is made up of unqualified special education teachers who are full-time educators with a full workload.

We also have School-Based Support Team (SBST). They assist such learners, but the problem is they are not qualified special education teachers, they are just qualified in their subject area, but they do attend someworkshops and trainings. They are also full-time educators with their workloads, so they are overwhelmed really. They are not managing. (P32/SI/In27-30)

Teacher D mentioned that parents are not forthcoming in assisting their children, and even some learners themselves do not cooperate:

We have a challenge with parents who are not forthcoming in assisting their children with such problems. They fail to understand that their child has such a problem. Learners run away during extra lessons. It will be like am punishing them. (P33/SI/In80-81)

In addition to that, teachers and the SBST are not equipped to assist learners with language disorders.

You know SBST does not have the expertise to assist these learners, again, am not equipped to deal with such learners really, and am supposed to cope with such learners. You understand what am saying. (P33/SI/In)

Teacher E highlighted that learners with language disorders do not cooperate; most of them are aggressive and uncontrollable. She also added that the classes are too big to be managed:

They are many learners who are not supposed to be here honestly. They are supposed to be doing vocational subjects. Because of their disorder, they become so embarrassed. Some become uncontrollable, rude and aggressive sometimes. They hide out because our classes are just too big. (P34/SI/In53-55)

Learner 54 confirmed that he had challenges in understanding English as the Mol, but he cannot tell his teacher.

I honestly lose focus in class [laughs]. I do have challenges in understanding lessons taught in English, am not open so my teachers will be thinking [I] am okay while not okay. Am not that open you know. (L54/FGD/In25-27)

Some learners also highlighted that they avoided contributing in class because some learners will laugh at them:

I cannot participate in class, yo! Some students always laugh when I miss the correct answer. (L36/FGD/In29)

If you spell the word wrong, they laugh in class so I will be ashamed you know. So it's best to keep your cool in class, you know. (L50/FGD/In28)

Teacher E also mentioned that there is limited time to assist learners with language disorders:

Even if I try to help, I really do not have time. They leave school at 14.50 pm and I can't keep them beyond that time because some walk long distances home. Some have transport, which picks them up every day after school. (P34/SI/In56-57)

She added that they do not have the expertise to assist learners with language disorders. She also highlighted that there is a referral form which teachers must complete for a learner who has challenges such as language disorders. However, most teachers avoid completing the form because it is too long:

We don't have remedial expertise here though teachers try to. We are supposed to refer learners we think have [sic] such difficulties, but the problem is that the referral form is just too long. Teachers try by all means to avoid completing it, so something must be done there. (P34/SI/In60-62)

Discussion of Theme 2

Inclusive education refers "to a wide range of strategies to, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education...it is about

changing the system to fit the student not changing the student to fit the system. It locates the 'problem' of exclusion firmly within the system, not the person or their characteristics" (Stubbs, 2008, p. 8). The education system must have supportive structures and services to support the needs of all learners. The results of the study show that there are services on offer to assist learners with language disorders. The speech-language therapists and remedial therapist highlighted that they have speech-language programmes and assistive technologies for learners with language disorders. Even if teachers are not specialist in the field of speech, language and communication needs, they do have several strategies to support learners with language disorders in the classroom. These strategies include remedial lessons, group work and giving learners more reading materials to improve their vocabulary and narrative skills. Several studies have examined the effectiveness of vocabulary and narrative intervention for learners with language disorders and have shown significant improvements on vocabulary and narrative skills for learners with language disorders (Lowe et al., 2019; Murphy et al., 2017; Spencer et al., 2017).

However, findings indicate that there are challenges which hinder effective full support of learners with language disorders in mainstream secondary schools. International research highlights that teachers are faced with the task of making the curriculum accessible for all learners however, they are not supported to assist learners with language disorders in mainstream schools (NBSS, 2014). In addition, teachers do not feel adequately trained in assisting learners with language disorders (Krystal, 2015). Findings also indicate that there is limited support from the school-based support team and district-based support team in assisting learners with language disorders. Ideally, the Schools Psychological Services and Special Needs Department should assist educators in supporting learners with special needs such as language disorders (Majoko, 2018). However, Sunai and Mutua (2013) argue that there is a limited number of support staff (Speech-language therapists, educational psychologists, audiologists and physiotherapists). For instance, Khoza-Shangase and Mophosho (2018) stressed that the shortage of speech-language therapists across the country was a serious setback in the education system. So, the functions of these specialists become the responsibility of the teachers. This puts teachers under a lot of pressure, especially because they do not have expertise in SNE to assist learners with special needs (Zwane & Malale, 2018).

Furthermore, there appears to be a lack of public awareness of language disorders in general (Adlof, 2020). Findings indicate that parental involvement is another challenge which impedes effective implementation of the strategies. Parenting children with challenges such as language

disorders is not easy. It requires a high level of knowledge and access to resources, information and services and in developing countries, such services are not always available to everyone (Taderera & Hall, 2017). Findings suggest a lack of awareness by parents and the community on what language disorders are, and this is a problem as teachers received limited support from the parents. In their study, Hendricks et al. (2019) found that parents of children who were found to have significant language weaknesses rarely indicated concerns about their children's language abilities in response to targeted questions on study intake questionnaires. It was concluded that many parents of learners with language disorders appear to be unaware of their children's difficulty with oral language. In addition, a study conducted by Taderera and Hall (2017) sought to focus on the challenges faced by parents as they parented children with learning disabilities. The study concluded that parents faced several challenges, and these challenges emanated from financial instability as well as a lack of knowledge regarding the learning disabilities, services and programmes to support learners with challenges. I concur with Taderera and Hall (2017) that lack of awareness on the nature of challenges facing children can limit parental involvement in supporting teachers as they assist the child with language disorders.

Furthermore, the research findings indicate that learners are aware of their language challenges and resort to compensatory strategies such as absenteeism, not responding to questions, avoiding oral presentations. This becomes a challenge for teachers to identify learners with language disorders. In Case 1, the Speech Language therapist highlighted that there is a stigma attached to being given extra lessons by teachers or being in a special class at a secondary school. He argued that learners with language disorders do not want to be associated with any support programs. The National Behaviour Support Service [NBSS] (2011) also highlighted that many learners with language disorders may have an undetected or hidden difficulty with language acquisition because they often develop compensatory strategies, e.g. always agreeing or disagreeing with the conversational partner, remaining silent or responding using learned phrases or being absent. Absenteeism interrupts learning process, it is not only an indicator of low academic performance but also an indicator of diminished social and life success (Demir, 2015).

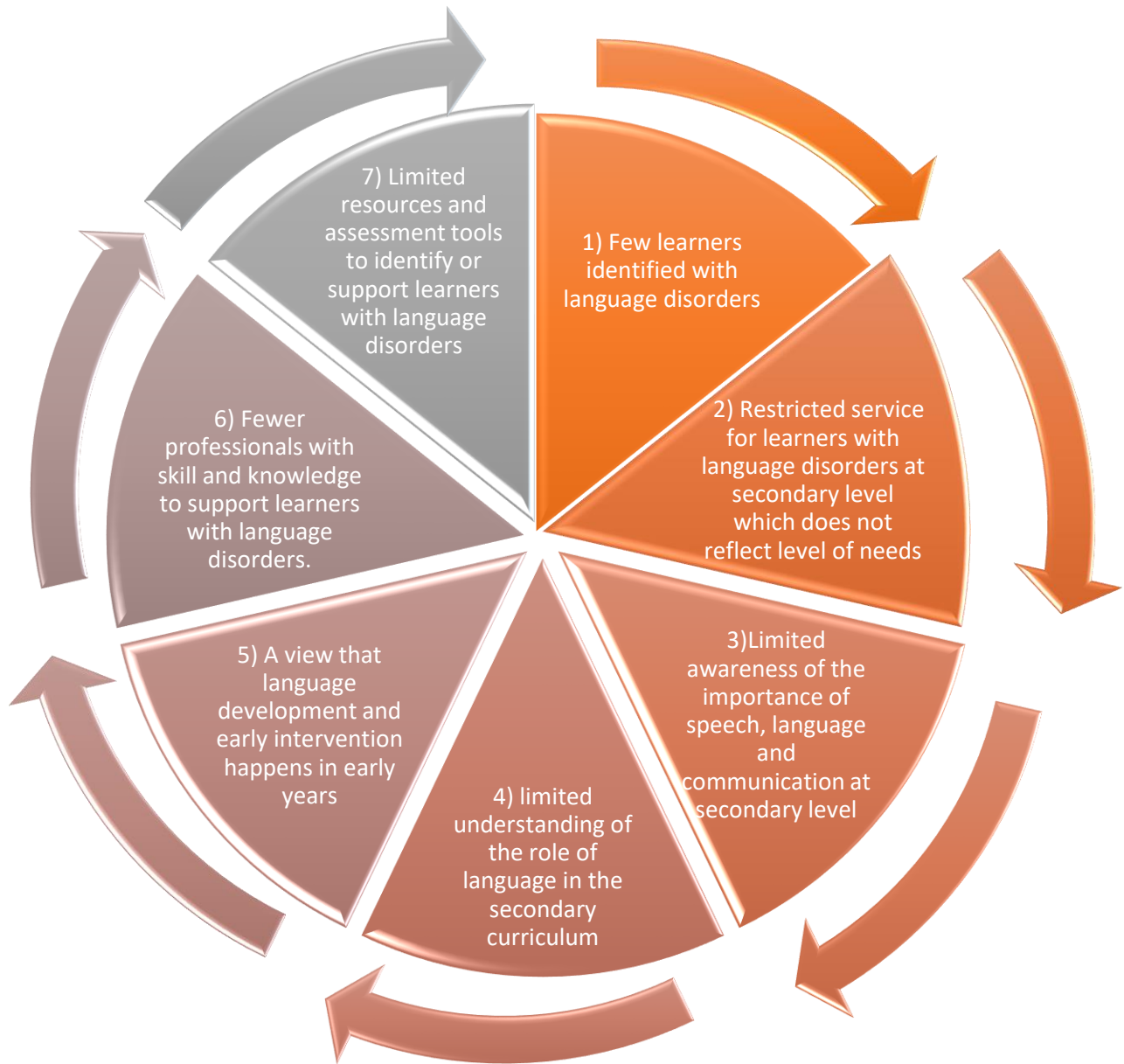


Figure 5.5: A circle of a learner with a language disorder at a secondary school
Adapted from: Hartshorne (2011, p. 10)

The above-discussed challenges negatively affect secondary school learners with language disorders and have been described by Hartshorne (2011) as a “cycle of neglect.” Many of these challenges are interrelated and impact on each other. When very few learners are identified with language disorders in secondary schools, there are restricted services for learners with language disorders which do not reflect the actual level of needs. There is limited awareness of the importance of speech-language communication needs by teachers, general school staff and the community as there is an assumption that language development and early

intervention only happens early in the primary years and not in secondary school. There is a narrow understanding of the role of language in the secondary school curriculum. With time, there are fewer professionals with skills and knowledge to support learners with language disorders and limited resources and assessment tools to identify or support learners with language disorders on time.

5.4.3 Theme 3: The effects of the use of a second language as the medium of instruction on learners with language disorders

This theme refers to the participants' perspectives on the effect of the use of a second language as the Mol on learners with language disorders. Two sub-themes emerged; the benefits of the use of a second language as the Mol on learners with language disorders and the challenges faced by learners with language disorders in multilingual education settings.

5.4.3.1 Sub-theme 1: Benefits of the use of a second language as the medium of instruction

South Africa is a diverse multilingual society. Officially, there are 11 languages, but many more unofficial languages and dialects are spoken (Pascoe & Norman, 2011). The status of English has strengthened in post-apartheid South Africa and has become the language of higher education, commerce and government as well as the preferred medium of instruction (Manyike&Lemmer, 2014) in public schools. In the study, participants were asked to share their views on the benefits of the use of English as the Mol. Teacher D and Teacher E highlighted that it is good to use English (L2) as the Mol because South Africa is made up of different people from different origins and backgrounds. So, English is the only language understood by almost everyone. Teacher D highlighted that:

We use so many languages in this country, in this school, we are people from different countries and origins, so we try to narrow down to English. It's the only language we all understand (maybe not all). But thus the teaching and learning language. However, some educators and some learners still use both English and their local languages. I now use vernacular just to fit in and to help learners who do not understand English to understand so that they feel accommodated. (P33/SI/ln50-54)

5.4.3.2 Sub-theme 2: Challenges faced by learners with language disorders in multilingual education settings

The participants commented on the challenges faced by learners with language disorders in

multilingual education settings. The speech-language therapist argued that the use of second language as the Mol negatively affects the academic performance of learners with language disorders. An educational psychologist highlighted that the use of English as the Mol is making matters worse for learners with language disorders. She argued that the learners are already struggling in using their local language. She added that another problem is that the teachers themselves cannot even communicate in English fluently, so it is difficult to teach learners effectively. Furthermore, she stated that parents are encouraged to assist their children with school work, but the parents themselves are not fluent English speakers. She commented:

I think it's making matters worse because we are saying English is the medium of instruction. For example, in former model C schools or even the private schools, the language of instruction is English. Former model schools are government schools during the apartheid [years] they used to be for whites only. They often used Afrikaans as the Mol and often the people who are teaching that language are not even English. So you find out that the child will speak wrong words or vocabulary just because the teacher says so. Yes, that is a problem for me. The people who should be giving children proper language foundations also do not know. Then they will say, the teachers will encourage parents to use English to communicate with their children at home. So you see the conflict now, the parent cannot even communicate in English. Obviously it will be broken. (P31/SI/ln40-47)

She also added that:

and one thing I have picked up is every language for an individual to be able to read, you must know the phonics. Setswana, Zulu, Shona, you must know the phonics, how to pronounce the G or R, then the parents were not properly taught the language, including me, many of us who attend school during apartheid, I don't know the phonics. I knew how to read and write because of my intellectual level, but I didn't know how to say B for ball until I went to teaching field. So even us parents, when we teach our children, we often confuse them. (P31/SI)

Moreover, she highlighted that:

So, what I do in practice, I also teach the parent, we do the audio recording. I have a chart, go and teach your child, then thus when [we] will see if the child has a problem. The child won't even remember the phonics. Thus, when I refer them to the speech therapist. (P31/SI/ln47-54)

Teacher C argued that the use of the second language as the MoI does affect learners with language disorders because the learner might have an idea but fails to express him/her self in English. Teacher D mentioned that the use of the second language as the MoI negatively affects learners with language disorders academically and such learners become very passive during lessons to avoid embarrassment.

ah I mean it affects them yo! Badly. You know teachers do not have the time. Its either you are average or brilliant. So, such learners end up in a situation whereby they are just labelled as unable, just because they cannot express themselves in a certain language (P33/SI/In61-63).

She also added that:

It becomes very difficult for a learner with language disorder. He /she fails to express him/her self in English, so he/she just withdraws himself from learning or the classroom. They just keep quite in the classroom because of fear of embarrassment. (P33/SI/In67-69).

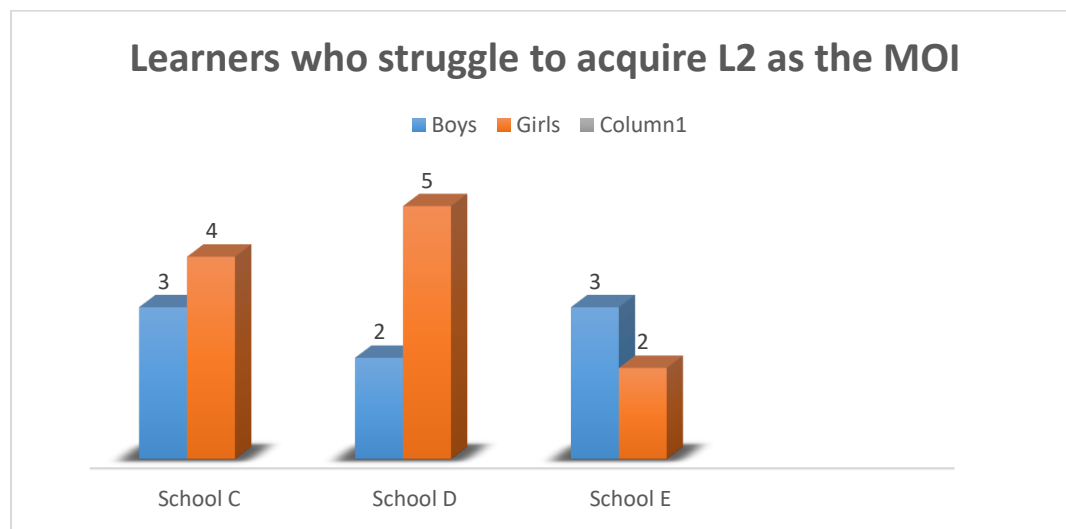


Figure 5.6: Learners who struggle to use the second language (L2) as medium of instruction

Figure 5.6 shows the number of learners who struggled to use second language as the MoI. In school C, three boys and four girls confirmed that they struggled to use English as the MoI. In school D, two boys and five girls also struggled to use English as the MoI. Lastly, in school E, three boys and two girls confirmed that they had challenges in acquiring English as the MoI. Hence, all in all the results from focus group discussions show that out of twenty-two learners

who were part of the study, nineteen confirmed that they had challenges in understanding English as the Mol.

Discussion of Theme 3

Language and education are two inseparable concepts because education is disseminated via language (Owu-Ewie&Eshun, 2015). Wolf (2005, p. 3) argues that language is not everything in education, but without language, everything is nothing in education. Although the language is not everything in education, the language of instruction has always generated debate especially in multilingual societies because of the effect it has on educational success (Goral & Conner, 2013).

The results suggest that the use of English as the Mol positively affects learners, though there are challenges associated with its use. The adult participants argued that the use of English as the Mol negatively affected learners' academic performance with language disorders. The results further suggest that learners with language disorders struggled to understand English as Mol. Nineteen out of twenty-two learners confirmed that they struggled to understand English. Research has shown that the language of instruction influences learner's academic success. This implies that learners who are proficient in the language of instruction generally perform well (Brice, 2012; Owu-Ewie&Eshun, 2015). Therefore, based on the results of the study, learners with language disorders are in a dire situation in secondary schools. This is because research has shown that a learner with a language disorder acquire a second language (L2) more slowly and might have serious challenges in reading or even writing using his/her first language (L1) (Paradis, 2016). On the other hand, secondary schools use L2 as the Mol. So, considering the nature of language disorders, learners with language disorders will struggle to acquire a second language at an appropriate level of proficiency, and this may lead to serious problems in learning.

SECTION B: Consolidation of the research findings

5.5 INTRODUCTION

Chapters 4 and 5 presented and discussed results from Zimbabwe (Case 1) and South Africa (Case 2), respectively. Themes that emerged from the study were: a) Conceptualisation of language disorders; b) Support services available for learners with language disorders and c) The effect of the use of the second language (L2) as the Mol on learners with language disorders. In this section, I consolidate the results from both cases highlighting the differences and similarities on systemic support strategies for supporting secondary school learners with language disorders in multilingual contexts.

5.6 Similar Findings in Case 1 and Case 2

Terminology around language disorders has evolved over time, but evidence points to limited public awareness of language disorders (Bishop et al., 2012). There is wide variation in the terminology and criteria used to identify learners with language disorders, and this acts as a setback in identifying learners with language disorders (Bishop et al., 2016). The results of the study indicate that teachers could not conceptualise language disorders, while other professionals (Speech-language therapists, educational psychologist) were able to conceptualise language disorders. In addition, one educator was not happy with the use of the term “disorder”, she argued that the term was too harsh. Bishop (2017) also noted that some members at the CATALISE panel, particularly from education, were concerned that the term ‘disorder’ might stigmatise learners. However, others argued that it was important to use the term “disorders” to indicate the seriousness of persistent language disorders. As a result, teachers lack awareness of language disorders. This lack of awareness may be compounded by the fact that the signs of language disorders are difficult to track (Adlof, 2020) or there may be limited collaboration of professionals who assist learners with language disorders such as educators and speech-language therapists (Gallagher et al., 2019).

An inclusive teaching and learning environment, as explained by Hewett et al. (2020), is the one in which pedagogy, curricula and assessment are planned and delivered to engage all learners in learning that is meaningful, relevant and accessible. If some learners hide their conditions just to “fit in” to the system, then the learning environment is not inclusive, it does not cater to the needs of all learners. However, the results of the study indicate that the curriculum was not inclusive enough to accommodate the needs of learners with language disorders. In mainstream schools, learners are exposed to the main curriculum with little or limited support for special

needs learners (Ncube & Hlatywayo, 2014). Nevertheless, teachers implemented strategies such as the use of remedial lessons, group work and giving learners with language disorders more books to read to enhance the learners' vocabulary and narrative skills. Research has shown that vocabulary and narrative intervention are effective in improving the language skills of learners (Lowe & Joffe, 2017; Lowe et al., 2019; Spencer et al., 2017).

However, results indicate that teachers received limited support from the Schools Psychological Services and SNE Department in assisting learners with language disorders. Professional collaboration on the support of learners with language disorders increases the exchange of ideas and mutual acknowledgement of expertise amongst professionals (Starling et al., 2011). Thus, the results of the study confirm Gallagher et al.'s (2019) view that there is a limited inter-professional collaboration among professionals who assist learners with language disorders. The results of the study also confirm that there are a limited number of support specialists (educational psychologists, speech-language therapists, and remedial therapists, audiologists, physiotherapists) to support teachers in assisting learners with special needs such as language disorders. So the functions of these specialists become the responsibilities of the teachers who also do not have the expertise (Sunai & Mutua, 2013). Hence teachers become overwhelmed as they are supposed to perform multiple responsibilities.

Furthermore, the teacher-learner ratio affected teachers' morale and commitment in meeting the needs of all kind of learners in the classroom, including learners with language disorders (Evarist, 2019). In over-crowded classrooms, teachers cannot practice teaching methods such as higher-order questioning and active learner-centred approaches, they are confined to the lecture method (Marais, 2016) and special needs learners such as learners with language disorders are not accommodated. Chimhenga (2016) added that due to the high educator-learner ratio (1: 40), teachers are left with no room to cater for learners with special needs in inclusive environments. Over crowdedness of classes create negative attitudes by educators towards learners with special needs such as language disorders in inclusive education settings and may negatively affect the provision of learners with special needs (Chimhenga, 2016).

In supporting learners with language disorders, another dimension emerged from the results of the study. The speech-language therapists highlighted that they had several speech-language programs for learners with language disorders. However, they argued that they received more primary school learners than secondary school learners with language disorders. This means many secondary school learners with language disorders are not receiving support from the speech-language therapists who are the specialists in speech-language and communication

needs. While secondary school teachers show discontentment over the lack of support from the support staff such as the speech-language therapists, the speech therapists argue that they receive referrals mostly from primary schools. Accordingly, there is evidence of a lack of collaboration between secondary school teachers and speech-language therapists (Gallagher et al., 2019). There is a limited inflow of information between the Schools Psychological Services and SNE Department and secondary school teachers.

On the other hand, the use of English as the Mol has become an increase international phenomenon, as many countries now use English as the Mol in universities, secondary schools and even primary schools (Blair et al., 2018). The results of the study indicate that the use of English as the Mol promotes inclusion in the education system since the communities are multilingual, English is the “unifying” language. This attitude is as a result of socio-historical factors, such as domination of English in the two countries and the prestigious status which English has acquired in the societies and the African mind in general (Ngcobo & Barnes, 2020). However, the results also show that the use of English as the Mol negatively affects the academic performance of learners with language disorders. Learners with language disorders have difficulties in acquiring proficiency in the first language hence, acquiring proficiency in a second language can be more challenging (Paradis, 2016). Most studies have highlighted the effect of the use of the second language as the Mol on all learners in general (Lupogo, 2014; O’Conner et al., 2015; Potgieter & Anthonissen, 2017; Vuzo, 2018). However, there is limited literature on the challenges faced by learners with language disorders in acquiring a second language (Zoutenbier & Zwitserlood, 2019).

Proper identification and support of learners with language disorders is even more complex in a multilingual context (Belanger et al., 2020). Results indicate that the speech-language therapist uses English based tests to diagnose learners with language disorders. Goral and Conner (2013) have noted that there are limited tests to diagnose learners with language disorders from multilingual contexts. Most of these tests are monolingual tests. Many of these tests have been developed in English, and normative data has been collected from monolingual, native speakers of English; hence items on the tests may not be applicable across cultures (Goral & Conner, 2013). Hence, using monolingual tests to test learners in a multilingual context may result in inaccurate conclusions (Goral & Conner, 2013). In addition, the speech language therapists from Case 1 highlighted that they sometimes translate the tests to local languages; however, the tests become meaningless as the integrity and meaning of the test items are lost during translation.

5.7 Different findings in Case 1 and Case 2

Research findings indicate that in Case 1 in the schools that participated in the study, there are no School Based Support Teams, hence teachers refer all learners with challenges to the District based support team. This explains why the DBST in Case 1 is overwhelmed and end up grouping all learners with disabilities (physically or mentally) in one hall to assist them. However, basing on the research findings, this kind of support by DBST becomes ineffective. A number of learners are not fully supported. In contrary, in Case 2, there are support teams at school level and at district level. This explains why one more sub-theme on the role played by DBST and SBST in assisting learners with language disorders emerged in Case 2. However, findings indicate that although the support teams try their best to assist learners with challenges, they are not equipped to assist learners with language disorders as there are no Speech Language therapists among the teams. The DBST out sources Speech Language therapist if there need be. However, this cannot be effective as there are many learners need of support from the Speech Language therapist, and they need support more regularly so it is rather more effective and cheaper to have a Speech therapist among the SBST and DBST.

In an inclusive education environment, with diverse learning needs, formal and professional support is essential (Makhalemele & Nel, 2015). In an inclusive education environment, teachers cannot work in isolation in meeting the needs of all kind of learners. Hence, school-based support teams have key roles in providing support to teachers and learners with language disorders through consultation on classroom strategies, case management, referrals and decisions regarding resources within the school with the aim of identifying and addressing barriers to inclusive learning (Theona, 2016). The results of the study indicate that in Case 2, there are support structures (DBST and SBST) in secondary school to support learners with special needs such as learners with language disorders. The SBST is based within the school while the DBST is based at the District offices. However, the teams were not equipped to support learners with language disorders. This confirms the study conducted by Nel et al. (2014) who argued that teachers reported that the DBST was not adequately skilled in assisting them in supporting learners who experienced barriers to learning such as learners with language disorders. Hence, there is need for well-equipped support teams to support learners with language disorders.

5.8 Conclusion

This chapter was divided into two sections; Section A and Section B. In section A, I presented research findings from Case 2. The demographic data of participants was unveiled, followed by the outline of the themes and sub-themes that emerged. Themes and sub-themes were discussed, and relevant quotations and excerpts from the interview transcriptions were included. In Section B, the results from Case 1 and Case 2 were consolidated, highlighting the differences and similarities on systemic strategies that support secondary school learners with language disorders in multilingual contexts. Final thoughts on the study, its significance and limitations, and recommendations for action and future research on strategies to support learners with language disorders in the mainstream secondary schools are presented in Chapter 6, which concludes the study.

CHAPTER 6: **CONSOLIDATED, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

6.1 **INTRODUCTION**

The main thrust of this chapter is to answer research questions which guided the study. The chapter begins by providing an overview of preceding chapters. This is followed by a presentation of findings in the form of answers to the research questions foregrounding the discussion with the conceptual framework. After this, a suggested framework for supporting secondary school learners with language disorders is presented. The significance of the study and its contribution to the existing body of knowledge in the field of educational psychology is discussed. Finally, the study's limitations, recommendations for future research and a concluding remark bring the research report to an end.

6.2 **OVERVIEW OF CHAPTERS**

The study sought to examine systemic strategies to support learners with language disorders in multilingual education contexts. The first chapter introduced the study by highlighting the purpose of the research, its rationale and the research questions which guided the study. The conceptual framework was briefly discussed.

In Chapter 2, I reviewed the existing literature relating to key areas of the research topic under study, the nature and aetiologies of language disorders, identification and prevalence of language disorders in the mainstream secondary schools, the strategies used to support learners with language disorders in the mainstream schools as well as factors that hinder effective implementation of these strategies. The concept of multilingualism in education was also discussed, highlighting the effect of the use of the second language as the Mol on learners with language disorders. A review of the literature helped me to establish both what was already known about the topic under study and to identify gaps in the literature. The literature review also enabled me to construct a conceptual framework within which to locate the study. The conceptual framework was discussed in detail in the chapter.

In Chapter 3, I explained and justified the use of interpretivism as the epistemological paradigm and methodological approach. The advantages of the use of multiple case study design and its relevance for the topic under study was also highlighted. The design enabled me to explore the phenomena under study through a replication strategy (Zach, 2006), so two cases situated in

two different countries were used for the study. In the chapter, the data generation techniques and data analysis procedure employed were also explained. The chapter was then concluded with a discussion on the quality criteria and ethical considerations present in the study.

In Chapters 4 and 5, the demographic profile of participants was presented. Themes and sub-themes that emerged from the data generated from the data were presented. The research findings were discussed, highlighting confirmations, contradictions and silences based on insights gained from the literature review. In section B, I consolidated research findings from Case 1 and Case 2, highlighting the similarities and differences between the two cases.

6.3 FINDINGS / NEW KNOWLEDGE

In this section, conclusions are drawn by presenting the findings of the study in relation to the research questions that were posed in the first chapter. The secondary research questions are answered first, followed by a discussion on the findings pertaining to the primary research question.

The findings presented in the following sections are the result of the themes and sub-themes that emerged from the data analysis process and have been interpreted within Stephen Krashen's (1988) second language development as well as Vygotsky's Socio-Cultural theory and language development. Bronfenbrenner's (1990) ecological systems theory on human development was used as a supporting theory for the implementation of inclusive education. Using this framework, it is highlighted that for learners to acquire competence in the second language, proficiency in the first language, the "current stage of linguistic competence" according to Krashen (1988) is required. Yet, learners with language disorders lack certain skills to communicate effectively even in their first language; hence they automatically struggle to acquire the second language at an appropriate level of proficiency (Garcia & Tyler, 2010; Gillespie, 2015; Paradis, 2016). Thus, considering the nature and characteristics of language disorders, there is need to support learners with language disorders in multilingual contexts. An inclusive education framework is based on a belief that the inclusion of children with special needs in mainstream schools must be effectively implemented to cater for the needs of learners with language disorders (Nai-Kwai Lo, 2007). As a result, there must be systemic support strategies to support learners with language disorders in multilingual contexts. As Khudsen (2012) has noted, how English is taught at secondary schools (the use of a "learning" system, according to Krashen) does not accommodate learners with language challenges. So, the language used as the Mol must be inclusive, learners with language disorders must be

introduced to the second language applying the acquired system instead of the learned system (Microsystem).

Inter-collaboration of professionals is the key to meet the needs of learners with language disorders. Inter-connections must also occur between the school and other microsystems such as the family, the specialists in speech-language and communication needs (SLCN), the speech-language therapists (Mesosystem). The school environment must be inclusive to cater to the needs of all learners (Exosystem). Educational policies such as Inclusive education must also accommodate the learners with language disorders (Macrosystem). Finally, there must be a smooth educational transition of learners with language disorders from primary school to secondary school. Learners with language disorders receiving support at the primary level of education must continue receiving the necessary support at the secondary level of education (chronosystem).

As such, the findings discussed in the following sections are based on the understanding that limited research has been conducted on the difficulties faced by learners with language disorders in acquiring a second language (Zoutenbier&Zwitsers, 2018). Therefore, there is a need to support secondary school learners with language disorders to realise their potential in multilingual contexts.

6.4 SECONDARY RESEARCH QUESTIONS

6.4.1 Secondary Research Question 1

How do professionals conceptualise language disorders?

In defining and explaining the term language disorders, the findings indicate that teachers could not conceptualise language disorders; their definition of language disorder was not in line with DSM-5's (APA, 2013) definition. At the same time, other professionals (speech-language therapists, educational psychologists and the remedial therapist) were able to conceptualise the term language disorders. There is a wide variation in the terminology and criteria used to identify learners with language disorders, and this acts as a barrier to understanding language disorders (Adlof, 2020). Hence, even though the terminology and identification criteria on language disorders have evolved over time, the evidence points to limited public awareness (Bishop et al., 2012).

Teachers are not responsible for making decisions related to language proficiency or assessment, but they are in a very important role as early identifiers of students who may or

may not need further observation and/or evaluation (Prezas&Ahyea, 2017). A lack of awareness of language disorders by teachers may be explained by the fact that the signs of language disorders are difficult to track (Adlof, 2020). Learners with speech-language disorders make more grammatical errors than typically developing peers, but most of what they say is grammatically accurate (Rice et al., 2004). Adlof (2020, p. 3283) highlights that “conversational language tend to be relatively simple in relation to what a typically developing learner is able to comprehend and produce, which may obscure individual differences in higher-level language skills.” So a breakdown in communication is attributed to “a variety of factors including shyness, inattention, forgetfulness or a lack of motivation” (Adlof, 2020). According to Bishop, (2014), for these reasons, language disorders have been described as hidden.

Furthermore, proper identification of language disorders by teachers is made even more complicated in a multilingual context (Belanger et al., 2020). Language disorders are often confused with language barriers. It must be noted that the terms language “disorder” and language “barrier” are different and cannot be used interchangeably. The term “language disorder” is characterised by deficits in language comprehension and/or production in both first language (L1) and the second language (L2) (Gillespie, 2015). On the other hand, language barriers between children occur when they do not speak the same language or do not have the same level of ability in a language (Kumbakonam, 2016).

The failure to conceptualise language disorders by teachers also means that there is a limited inflow of information among professionals who deal with learners with language disorders and there is evidence of a lack of cooperation among professionals who assist learners with language disorders. Inter-professional collaboration (IPC) occurs when “two or more individuals from different professional backgrounds with complementary skills interact to create something that none had previously possessed or could have access to on their own” (WHO, 2001, p. 36). “For many years, inter-professional collaboration (IPC) has been recommended as a means by which the needs of children with additional needs can be met” (Gallagher et al., 2019). Even the conceptual framework shows that at the mesosystem level, there is a need for inter-collaboration of professionals in assisting learners with language disorders. However, IPC is a complex phenomenon, and a collaborative advantage is difficult to achieve, and collaboration (between teachers and speech-language therapists) on the support of learners with language disorders is still limited (Gallagher et al., 2019).

6.4.2 Secondary Research Question 2

Support strategies available for learners with language disorders in secondary schools

A learner with language disorders must be accommodated in an inclusive education setting, and five systems outlined by Bronfenbrenner's theory describe the interwoven networks of transactions that create a learner's ecology. The school is the most important microsystem of a learner. The school environment, the learning process and the relationships learners with language disorders develop ... with their peers and educators, contribute to their social, cognitive and academic development (Anderson et al., 2014b). Therefore, elements within the school (the curriculum, teaching methods, learners, teachers, the principal, support teams and their relationships) must support learners with language disorders to realise their potential. Hence, strategies to support learners with language disorders are required.

The research findings indicate that teachers use several strategies to support learners with language disorders. These included remedial lessons, performance lag address program, giving learners more reading materials and the use of group work during lessons. These strategies enhance learners' vocabulary and narrative skills. Research investigating the effectiveness of [vocabulary and narrative] interventions to enhance language and communication in adolescents with language and communication difficulties is emerging, particularly in the area of vocabulary (Joffe et al., 2019). Several studies have assessed the effectiveness of such vocabulary interventions for secondary learners with language disorders. Murphy et al. (2017) explored the effectiveness of a whole-class vocabulary intervention in the mainstream secondary school, and the intervention was proved to be effective in improving language skills for learners with language disorders. Lowe and Joffe (2017) used the universal service delivery model and reported some improvement in targeted science vocabulary in secondary school learners with language disorders. A study by Spencer et al. (2017) also found a significant improvement in learners' vocabulary. Whilst narratives have been employed effectively in interventions with pre- and primary school-aged children with language disorder" (Joffe et al., 2019). Joffe (2006) conducted a study investigating the effectiveness of narrative and vocabulary intervention and found significant progress on receptive vocabulary, sentence recall and inferential understanding (Joffe, 2006).

The research findings also indicated that sometimes teachers would refer learners with language disorders to professionals such as a speech-language therapist. Teachers play a primary role in the identification of learners with special needs under a referral-based format

(Christopoulos &Kean, 2020). Usually, professionals such as speech-language therapists and remedial therapists' work begins when teachers have challenges to assist learners with language disorders in the classrooms. Screening processes exist primarily to identify learners whose language skills are below what would be expected for their age. Screening may take place through direct or indirect processes. Direct processes include the clinical evaluation of language fundamentals, and an indirect process includes reports from teachers or parents (Law et al., 2017). There are instruments used for assessing learners' language skills, these include comprehensive psychological assessments. Most of these screening tools are "norm-referenced" meaning that they have been standardised against a population average as a point of comparison for an individual learner's score (Law et al., 2017).

Findings also present strategies used by speech-language therapists and the remedial therapist to assist learners with language disorders. They conduct screening tests to identify learners with language disorders, develop individual educational plans (IEP) using speech and language training programs, offered language therapy services and the use of augmentative alternative communication devices. The remedial therapist added that they use assistive technologies such as CPen and Kurzweil 3000 to assist the learners.

However, findings indicate that speech-language therapists mostly received referrals from primary schools rather than secondary schools. This is worrying because findings also indicate that teachers received limited support from the School Psychological Services (SPS) and Special Needs Education (SNE) Department. So, the functions of the specialists in SPS and SNE become the responsibilities of teachers who do not have the expertise in the areas (Sunai& Mutua, 2013).

Christopoulos and Kean (2020) stated that since there is no policy supporting universal screening for language impairment identification in public schools, vulnerabilities may exist in referral-based systems for language impairment identification. This leaves the responsibility on the shoulders of the general teachers who spend most of the time with the learners. Therefore, it can be concluded that due to a lack of awareness (as discussed earlier) of language disorders by teachers (Adlof, 2020), teachers demonstrate difficulties in correctly identifying learners with language disorders; hence very few learners are referred to the speech-language therapists for specialist observation. Christopoulos and Kean (2020) also add that inaccuracy in the identification and the referral process has been attributed to a lack of understanding of language structure and learner's language needs by the mainstream teachers, regardless of the motivation to do so or the years of teaching experience. For that reason, there is a need for

teacher training and professional development of teachers being the immediate professionals in the microsystem, the school.

6.4.3 Secondary Research Question 3

Factors that hinder effective implementation of the support strategies

The results of the current study indicated that there are factors that hinder the effective implementation of the support of secondary school learners with language disorders in multilingual contexts. Some of the factors have been discussed earlier in this chapter. Teachers highlight several factors, namely limited time to assist the learners with language disorders, the teacher-learner ratio does not promote effective learner-centred learning, classes are too big, and that they do not have expertise to assist learners with language disorders and lack of support from the parents.

More learners with special needs are being educated in mainstream classrooms than ever before, resulting in higher expectations for the abilities of mainstream teachers to meet the needs of such learners (Gilmour & Wehby, 2020). Education training for teachers in the mainstream classrooms rarely prepares teachers for working in diverse classrooms, and it does not equip teachers with knowledge and skills to support learners with language disorders effectively (Zwane & Malale, 2018). Holmberg and Jeyaprabhan (2016) conducted a study to evaluate teaching practices for learners with special needs. It was concluded that there is a lack of expertise among teachers in the mainstream to deliver adapted teaching and learning in an inclusive classroom practice. The same sentiments were shared by Krystal (2015) and O'Conner and Gieger (2009). Therefore, there is a need for in-service training and professional development courses in inclusive education for educators in mainstream schools.

The term inclusion generally means, "ending all separate special education placement for all students and full-time placement in general education with appropriate special education within the classrooms" (Gilmour & Wehby, 2020, p. 119). There are some learners, who by virtue of their physical and mental disabilities, require more appropriate instruction (Gilmour & Wehby, 2020), in such cases, teacher-learner ratio must enable the teacher to implement learner-centred teaching and learning techniques. The results of the study indicate that the class sizes are too big and do not allow effective learner-centred learning to occur. Over-crowdedness in the classroom create negative attitudes among teachers towards learners with disabilities in inclusive settings (Chimhenga, 2013), and this hinders the effective implementation of strategies to support learners with special needs such as language disorders in the mainstream secondary

schools. Teachers cannot practice a variety of methods such as higher-order questioning and active learning approaches; they are effectively confined to the chalk and talk instructional method (Marais, 2016; Ngwenya, 2019).

A lack of parental involvement in their child's education (O'Conner & Gieger, 2009) was another factor highlighted by teachers. Parenting children with disabilities is a mammoth task. It requires a high level of knowledge, access to resources, information and services. However, this can be difficult to attain by most parents in developing countries, and services are not always available (Tadera & Hall, 2017). A lack of parental involvement can be the result of a lack of awareness of language disorders (Adlof, 2020). A study by Hendricks et al. (2019) indicated that parents rarely indicated their concerns about their children's language abilities in response to targeted questions asked during the study. In the ecology of inclusive education, parents play an important role in supporting educators in assisting learners with language disorders (mesosystem). They provide relevant information for effective implementation of the support strategies. Hence, there is a need for parental awareness of speech-language and communication needs.

A lack of co-operation by learners with learning disorders was another factor which hampered effective implementation of support strategies. Learners with language disorders have a low self-esteem and lack confidence. A lack of confidence emanates from the labels attached to the learners. Many learners with language disorders may have an undetected or hidden difficulty with language acquisition. This is because learners with language disorders often develop compensatory strategies, e.g. always agreeing or disagreeing with the conversational partner, remaining silent or responding using learned phrases (NBSS, 2011). So it becomes very difficult for teachers to identify the learners. It has been proven that learners with language disorders have difficulties in the aspects of language. However, the nature of language disorders cannot be understood independent of emotional and social behaviour (Miller, 2019). Learners with language disorders experience a variety of difficulties, socially and emotionally. Social withdrawal has been a particular concern for children with language disorders, particularly reticent withdrawal or shyness in a school setting (Miller, 2019). Miller (2019) added that patterns of social withdrawal in learners with language disorders co-occur with poor social outcomes such as difficulties in establishing friendships, social isolation and victimisation. Raines et al. (2012) argue that learners with special needs such as language disorders may suffer social isolation, lower self-esteem, substandard education, and are twice as likely to drop out of school.

Speech-language therapists, educational psychologist and the remedial therapist highlighted some factors as obstacles that impede effective support of learners with language disorders; shortage of speech-language therapists, specialists' services and assistive technologies are expensive. The shortage of speech-language therapists in Zimbabwe and South Africa is a serious setback, and it impedes the effective support of learners with language disorders (Khoza-Shangase & Mophosho, 2018; Mutswanga & Mapuranga, 2015). There is a serious shortage of speech-language therapists, and these few specialists are found in health centres, and very few are available to cater to the learners (Mutswanga & Mapuranga, 2015).

The shortage of specialists such as speech-language therapists to support teachers at mesosystem level in the ecology of inclusive education results in too much pressure being placed on teachers. Inter-professional collaboration is essential in meeting the needs of learners with language disorders. IPC between teachers and speech-language therapists increases the exchange of ideas and mutual acknowledgement of expertise between the two professions, resulting in strong inter-professional relationships (Starling et al., 2011). The findings also indicated that some learners with language disorders would seek specialist assistance from private practitioners; however, not every parent can afford to pay private practitioners because they are expensive. This was also confirmed by the remedial therapist who argued their services were expensive because they used assistive technologies that are expensive to buy and maintain.

6.4.4 Secondary Research Question 4

Relevance of the school curriculum for learners with language disorders

Inclusive education is described by Hewett et al. (2020) as to how pedagogy, curricula and assessment are planned and delivered to engage learners in learning that is meaningful, relevant and accessible to all. The school curricula must be appropriate for all learners, whether or not have any special education needs (Nai-kwai Lo, 2007). Learners with language disorders' learning paths are influenced by those who they are in direct contact with teachers and speech-language therapists who provide support services. In inclusive education, there are some learners, who, because of their physical and mental disabilities, require more appropriate instruction" (Gilmour & Wehby, 2020). However, findings indicate that the school curriculum accommodates the needs of learners with language disorders to a lesser extent. The same sentiments were shared by Ncube and Hlatywayo (2014), who argued that learners in the mainstream schools are exposed to the main curriculum in regular settings. Hence, there are no

structures and programs in the mainstream schools that facilitate support for learners with special needs, such as learners with language disorders.

In Case 2, there are structures put in place to support learners with special needs such as language disorders. These include the support team at the school level, the School-Based Support Team (SBST). The SBST comprises mainly of teachers at the schools but may also involve health professionals from the community. The DBST consists of a variety of support professionals (e.g. learning support teachers, health professionals, and curriculum specialists) who provide support to all schools in the district area (Nel & Grosser, 2016). Setting up of the DBST and SBST was a very good move by the Ministry of Education. However, the findings indicate that there are no speech-language therapists in both teams; hence it becomes a challenge to support secondary school learners with language disorders. Support teams must be well equipped to assist all learners with different challenges.

6.4.5 Secondary Research Question 5

The effect of the use of L2 as the medium of instruction for learners with language disorders

It must be noted that learners who are proficient in the language of instruction usually perform well (Brice, 2012; Owu-Ewie&Eshun, 2015). The findings indicate that teachers were not against the use of a second language, English, as the Mol in schools. Zimbabwe and South Africa are multilingual societies where people from different parts of the world meet, hence English is viewed as a “unifying” language because almost everyone can speak English. However, the results indicate that the use of the second language as the Mol negatively affects the academic performance of learners with language disorders. In a similar vein, several studies have been conducted on the effect that the use of the second language has on the academic performance of the learners (Lupogo, 2014; O’Conner et al., 2015; Phiri et al., 2015; Potgieter &Anthonissen, 2017; Vuzo, 2018). These studies have confirmed that the use of the second language as a Mol is associated with poor academic performance of the learners in general.

However, sparse research has been conducted on the effect of the use of second language as the Mol on learners with language disorders (Zoutenbier&Zwitserlood, 2019). Krashen (1988) and Vygotsky (1987) argue that competence in the first language is the only way competence in a second language can be developed. It has been proven that there is a strong connection between second language learning and first language acquisition (Nijakowska (2010); meaning that for a learner to be successful in mastering a second language, she/he requires the use of

precise language skills which he /she used in acquiring the first language (Khudsen, 2012). Yet, learners with language disorders' language abilities (comprehension and production) are substantially below age expectations (APA, 2013, p. 42). Such learners struggle even mastering their first language. Hence, learners with language disorders have deficits in language comprehension and production in both L1 and L2, and struggle to communicate in L1 and L2 (Gillespie, 2015).

Khudsen (2012) also argues that how the second language is generally used and taught in secondary schools does not accommodate learners with language disorders. In secondary schools, the way the second language is used and taught, "is usually based on, and created for, an 'ideal ... learner' (Schneider, 2009, as cited in Forghieri, 2017, p. 95): one who has a good grasp of universal grammar as well as an almost natural ability to comprehend and learn new languages" (2015, p. 95). The use of a "learning system" of second language learning in secondary schools negatively affects learners with language disorders. Therefore, secondary schools must use an "acquisition system" of second language learning, which accommodates learners with language disorders.

6.5 ANSWERING THE PRIMARY RESEARCH QUESTION

This study was guided by the following primary research question: How can insights into systemic support strategies of learners with language disorders inform our knowledge of required initiatives/learning in multilingual classrooms? One of the conditions stated by two theorists on second language development, Krashen (1988) and Vygotsky (1987), is proficiency in the first language, the "current stage of linguistic competence" according to Krashen. Yet, considering the nature of language disorders, learners with language disorders lack certain skills to communicate effectively even in their first language; hence they automatically struggle to acquire the second language at an appropriate level of proficiency (Garcia & Tyler, 2010; Gillespie, 2015; Paradis, 2016). To date, a research gap exists in the enquiry of challenges faced by learners with language disorders in acquiring a second language (Zoutenbier&Zwitserlood, 2019).

The research findings indicate that there are strategies to support learners with language disorders. Teachers use remedial lessons, group work and giving learners more reading books to enhance learner's vocabulary and narrative skills. Vocabulary and narrative intervention have been proven to be effective in improving language skills of learners with language disorders (Lowe & Joffe, 2017; Murphy et al., 2017; Spencer et al., 2017). The findings also indicate that

the speech-language therapists and the remedial therapist had a number of speech-language programs and assistive technologies to assist learners with language disorders. However, the speech-language therapists highlighted that they received referrals mostly from primary schools rather than secondary schools.

The findings also indicate that there are factors hampering effective implementation of support services by professionals and these factors have blurred support strategies used to assist learners with language disorders. These factors are a lack of support of teachers from the Schools Psychological Services and SNE Department, teacher-learner ratio, a lack of support of teachers by parents, the attitudes of the learners with language disorders, a shortage of speech-language therapists in the education systems and a lack of expertise by teachers to assist learners with language disorders. In addition, the curriculum only accommodates the needs of learners with language disorders to a limited extent.

I noted that there was a lack of collaboration among professionals (secondary school teachers and other professionals such as Speech language therapists). There is no connection between the microsystem and the mesosystem; hence this makes supporting learners with language disorders difficult. For that reason, there is a need for support structures to support learners with language disorders in multilingual contexts. Teachers play a very important role in the microsystem, the school, they are early identifiers of learners with special needs. They work hard always keeping in mind that among their learners in the classroom, there are learners with special needs such as learners with language disorders. Even if they are not specialists in the area of speech-language and communication needs, they should have appreciation knowledge on how to treat such learners in the classroom (Banos, 2017). Therefore, awareness of language disorders by teachers is the key.

Teachers cannot assist learners with language disorders on their own. Inter-connections must occur between the school and other microsystems (mesosystem) such as the family, specialists such as speech-language therapists and other professionals. In supporting learners with language disorders, this is the key (Anderson et al., 2014b). The family must offer unconditional support to teachers in assisting their children with language disorders. Communities must be made aware of problems that affect children as they learn, such as language disorders, because awareness is the key. There is a need for inter-professional collaboration between teachers and speech-language therapist in assisting the learners. Collaboration between the two professions “increase the exchange of ideas and mutual acknowledgement of expertise between the two professions, resulting in strong professional relationships” (Starling et al.,

2011). The school environment (Exosystem) must be inclusive; it must accommodate all kinds of learners and the decisions and choices made by teachers must encompass the needs of all kinds of learners. Zimbabwe and South Africa subscribe to numerous declarations and multiple directives concerning inclusive education and multiple directives concerning human rights and inclusion (Vlachou, 2003). As such, schools are guided by inclusive education policies. Support strategies to support learners with language disorders must continue from the primary level of education up to the secondary level of education (chronosystem). So learners who have been receiving support at the primary level must also be assisted at the secondary level.

6.6 PROPOSED FRAMEWORK FOR SUPPORTING SECONDARY SCHOOL LEARNERS WITH LANGUAGE DISORDERS

The conceptual framework guided my thinking throughout the study. Learners with language disorders exist in mainstream secondary schools. Joffe et al. (2019) argue that although language and communication difficulties are common in secondary school learners, there has been limited research into the efficacy of interventions for adolescents with language and communication difficulties. From the reviewed literature, studies have suggested intervention strategies to enhance language and communication in learners with language disorders. Studies have suggested and evaluated the effectiveness of vocabulary and narrative interventions for learners with language disorders (Beck et al., 2013; Joffe, 2006; Lowe & Joffe, 2017; Murphy et al., 2017; Starling et al., 2011, 2012; Stringer, 2006). Prezas and Ahyea (2017) proposed a multi-tiered model system of support which included the role of speech-language therapist at Tier 3. Ebbel et al. (2018) also proposed a similar model; however, unlike Prezas and Ahyea (2017), there is much emphasis on the role played by the speech-language therapist from Tier 1.

On the other hand, the effect of the use of the second language as the Mol on learners with language disorders has been under-researched (Zoutenbier&Zwitserlood, 2019). Most studies have examined the effect of the use of a second language on all learners in general (Krugel & Fourie, 2014; Lupogo, 2014; Njagi&Wekulo, 2018; Vuzo, 2018). Therefore, I found it imperative to suggest a framework that could assist support secondary school learners with language disorders in multilingual contexts.

The framework adopts the ecology of an inclusive education framework for systemic strategies to support learners with language disorders in multilingual contexts. I advocate for a well-rounded curriculum and inclusive language of instruction which caters for all kind of learners. In

classroom instruction, teachers must apply both the “acquisition theory” and “learning theory” to language development. This way, all learners (typically developing and those with language disorders) are accommodated. A school-based support structure which is comprised of qualified personnel in key areas in the education system (speech-language therapist, educational psychologist, remedial therapist, counsellor and physiotherapists); in-service training of all teachers on Special Needs Education, for instance, in-service training can be offered on speech, language and communication needs; and enlightening the community about common problems which can affect children as they learn such as language disorders. The role played by speech-language therapists in assisting learners with language disorders cannot be understated. Speech-language therapists’ duties in the school are to influence public awareness and policies, assessment, planning, direct intervention, monitoring of the progress of the learners and assessment, planning, training and monitoring teachers’ indirect intervention (Ebbel et al., 2018).

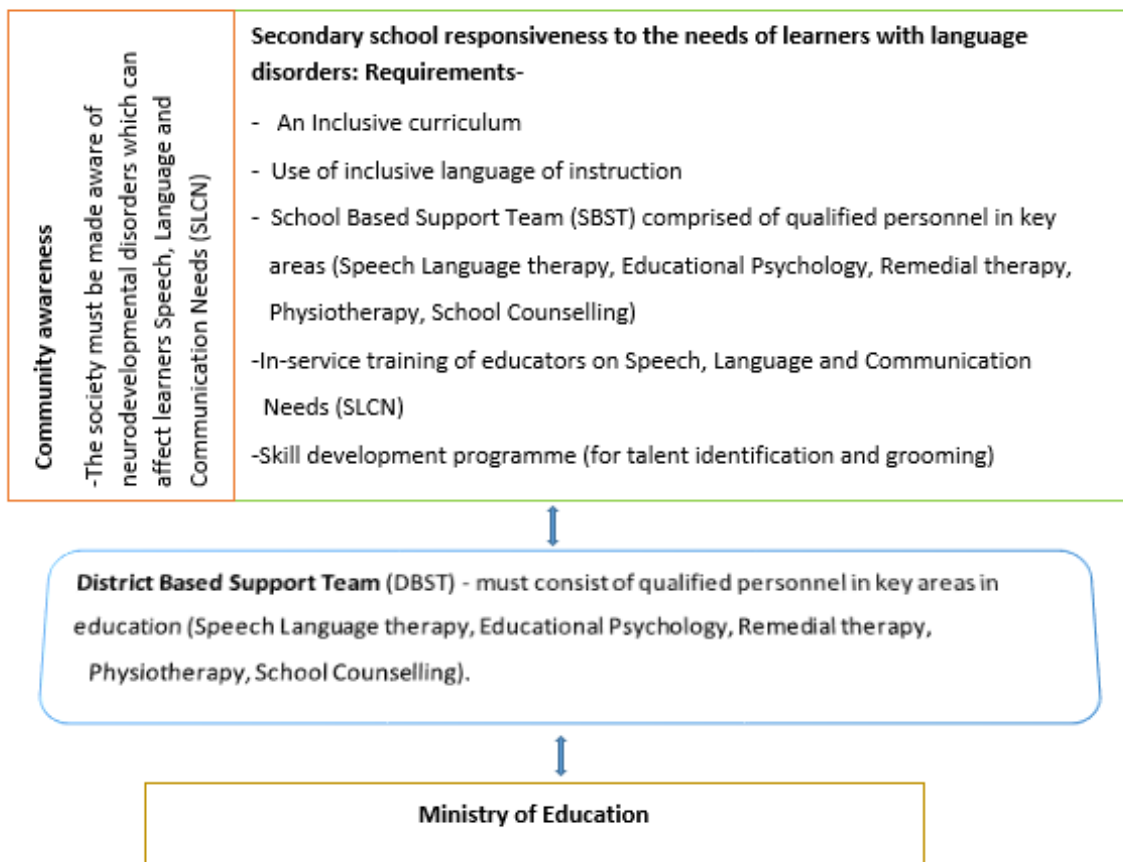
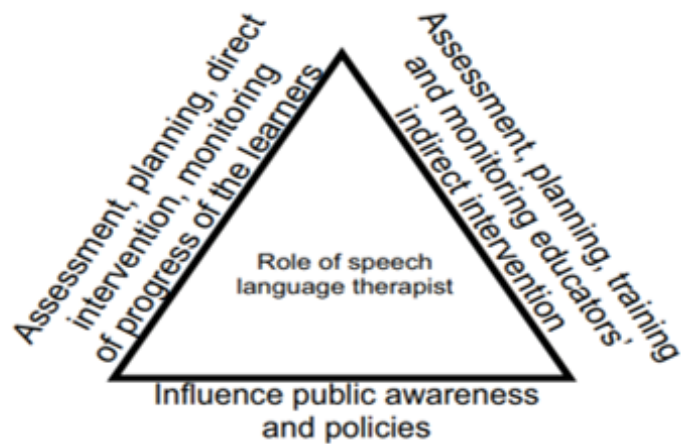


Figure 6.1: Proposed framework for supporting secondary school learners with language disorders

6.7 CONTRIBUTION OF THE STUDY

6.7.1 Contribution to Theory

The study has generated a broader perspective on systemic support strategies that support of secondary school learners with language disorders in multilingual contexts. Although language and communication difficulties are common in secondary schools, there has been limited research on the support of secondary school learners with language disorders (Joffe et al., 2019). To date, there is limited literature on learners with language disorders, and second language learning exists (Zoutenbier&Zwitsers, 2019). Several studies have examined the negative effect that the use of a second language has on typical developing learners. So this study unveiled the challenges faced by learners with language disorders in using the second language as the Mol with the support from previous studies on the nature and characteristics of language disorders. A framework was developed which suggested systemic strategies to support secondary school learners with language disorders in multilingual contexts. The framework incorporates all strategies reviewed in the literature as well as the contributions from the study. Thus, a new dimension on systemic strategies to support learners with language disorders in multilingual contexts was presented.

6.7.2 Contribution to Practice

Collaboration among professionals assisting learners with language disorders is the key. Inter-professional collaboration is essential to meet the needs of learners with language disorders (Gallagher et al., 2019). Secondary school teachers are the experts in acquiring and disseminating curricular information; they can provide topical information regarding curricular goals and content, ensuring an intervention has immediate academic relevance and providing opportunities for practice and generalisation. (Starling et al., 2011). Speech-language therapists have expertise in the expression and reception of information through the use of language. They can provide specific information regarding students' communication and learning support needs, as well as training in general language skills strategies and accommodations that are applicable to whole-class teaching (Starling et al., 2011). For instance, in a study, where teachers were trained on a range of oral and written language modification techniques to support learners with language disorders; it was concluded that incorporation of these techniques by teachers improved written expression and listening comprehension of the learners with language disorders (Starling et al., 2012).

In addition, there is need for Zimbabwean education system to also introduce School Based Support teams like South African education system. As pointed out by Theona (2016), in an inclusive education environment, teachers cannot work in isolation in meeting the needs of all kind of learners. Hence, school-based support teams have key roles in providing support to teachers and learners with language disorders through consultation on classroom strategies, case management, referrals and decisions regarding resources within the school with the aim of identifying and addressing barriers to inclusive learning. SBSTs must also be well equipped (comprised of different professionals for instance, a Speech Language therapist). This will make support of learners with language disorders more effective and it also reduces pressure on teachers.

6.7.3 SIGNIFICANCE/STRENGTHS OF THE STUDY

The significance of the study lies in the fact that it fills a gap in the literature on the support of secondary school learners with language disorders in multilingual contexts. The absence of in-depth studies on systemic strategies to support secondary school learners with language disorders in multilingual contexts constitutes a vacuum in the current understandings of strategies to support learners with language disorders. As Joffe et al. (2019) point out, there is some evidence of effective support strategies for learners with language disorders in pre- and primary school aged learners, but there is limited evidence of effective strategies to support learners with language disorders in secondary schools. Hence this study sought to examine systemic strategies used by professionals to support secondary school learners with language disorders. Furthermore, with the support from previous research studies on the nature and characteristics of language disorders, the study explains the effect that the use of a second language has on learners with language disorders, which has remained a grey area in research according to Zoutenbier and Zwitserlood (2019). Previous studies mainly focused on the effect of the use of second language as the Mol on learners in general.

6.8 LIMITATIONS OF THE STUDY

A limitation of the study was the sample size. The study was a multiple case study carried out in two schools in Khami district, Bulawayo province and three schools in Johannesburg central district, Gauteng province. While the sample size facilitated the in-depth exploration of the phenomenon under study; systemic strategies used to support learners with language disorders in multilingual contexts, the results of the study were limited to the participants' experiences and geographical location and nature of the schools. Strategies used to support learners with

language disorders in the area of study may be different from what other schools do to support learners with language disorders. As a result, research findings may not be generalised to the greater populations of the two countries. However, the research findings can be generalised to the construct of systemic strategies to support secondary school learners with language disorders because the critical question about the results of a qualitative study is not about the number of participants who shared similar views but rather whether the experiences collectively relate to the broad conceptualisation of the phenomenon under study (Silverman, 2013).

6.9 RECOMMENDATIONS

6.9.1 Research

Future studies must focus on the attitudes of secondary school learners with language disorders towards support services. Secondary school learners with language disorders have hidden difficulties in language acquisition. This is because they often develop compensatory strategies to hide their language difficulties, such as always agreeing or disagreeing with the conversational partner or remaining silent (NBSS, 2011). The study findings also indicate that learners with language disorders often avoid contributing in the classroom, remaining silent, or being absent from school. Their strategies have made it difficult for teachers to identify them for further diagnosis and support. So, even if the support systems are available to support learners with language disorders, if the learners themselves do not want to be associated with the support systems, then it becomes a challenge. Hence, secondary school learners with language disorders are significantly at risk of having negative and challenging life experiences (Starling et al., 2011). Therefore, the necessary next steps for research is to look into the attitudes of secondary school learners with language disorders towards support services.

6.9.2 Schools

Inclusive education means that all learners in a school, regardless of their strengths and weakness in any area become part of the school community (Buli-Holmberg & Jeyaprabhan, 2016). Schools must have School-Based Support Teams comprised of qualified personnel in the key areas in education; speech-language therapists, educational psychologists, remedial therapists and school counsellors. There are some learners, because of their physical or mental abilities, require more resources (Buli-Holmberg & Jeyaprabhan, 2016); hence schools must take that into consideration in support of learners with special needs such as language disorders. Teachers play a vital role in assisting learners with language disorders in realising their potential, and although they are not qualified specialists in areas of speech, language and

communication needs, they must know how to assist learners with language disorders in the classroom (Banos, 2017). So there is a need for in-service training and professional development of teachers. Finally, it is important that parental involvement for all learners must be a priority of the school (Tahir et al., 2019). Schools must enlighten the community on general neurodevelopmental disorders which may affect their children as they learn. For instance, schools can also organise an awareness campaign once a month and invite a specialist such as a speech-language therapist to share knowledge on speech-language and communication needs.

6.10 CONCLUDING REMARKS

Secondary school learners with language disorders need full support from the professionals. Based on the ecological system of inclusive education, the school curriculum must cater for the needs of all learners. Teachers must apply both the “acquisition theory” and the “learning theory” to language development during teaching and learning. This will accommodate all learners (typically developing learners who have the ability to grasp new language skills faster and learners with language disorders) (Microsystem). There must be effective inter-professional collaboration of professionals assisting learners with language disorders (teachers, speech-language therapists, remedial therapists and educational psychologists). Proper identification and support of learners with language disorders is made even more complex in multilingual contexts as Language disorders are often confused with language barriers. Therefore, professional collaboration is necessary so that professionals learn from each other. The Speech Language Therapist must also design speech programs for learners in their contexts rather than using monolingual speech programs which do not apply in their educational contexts.

Inter-connections must occur between the school and other microsystems such as family and education specialist centres (Mesosystem). The school environment must be inclusive to cater to the needs of all learners (Exosystem). Educational policies such as inclusive education must be implemented effectively to accommodate the learners with special needs (Macrosystem). Lastly, there must be a smooth transition of learners with language disorders from one level of education to the next. When they receive support at the primary level of education to realise their potential, they must continue receiving the necessary support at the secondary level of education (Chronosystem).

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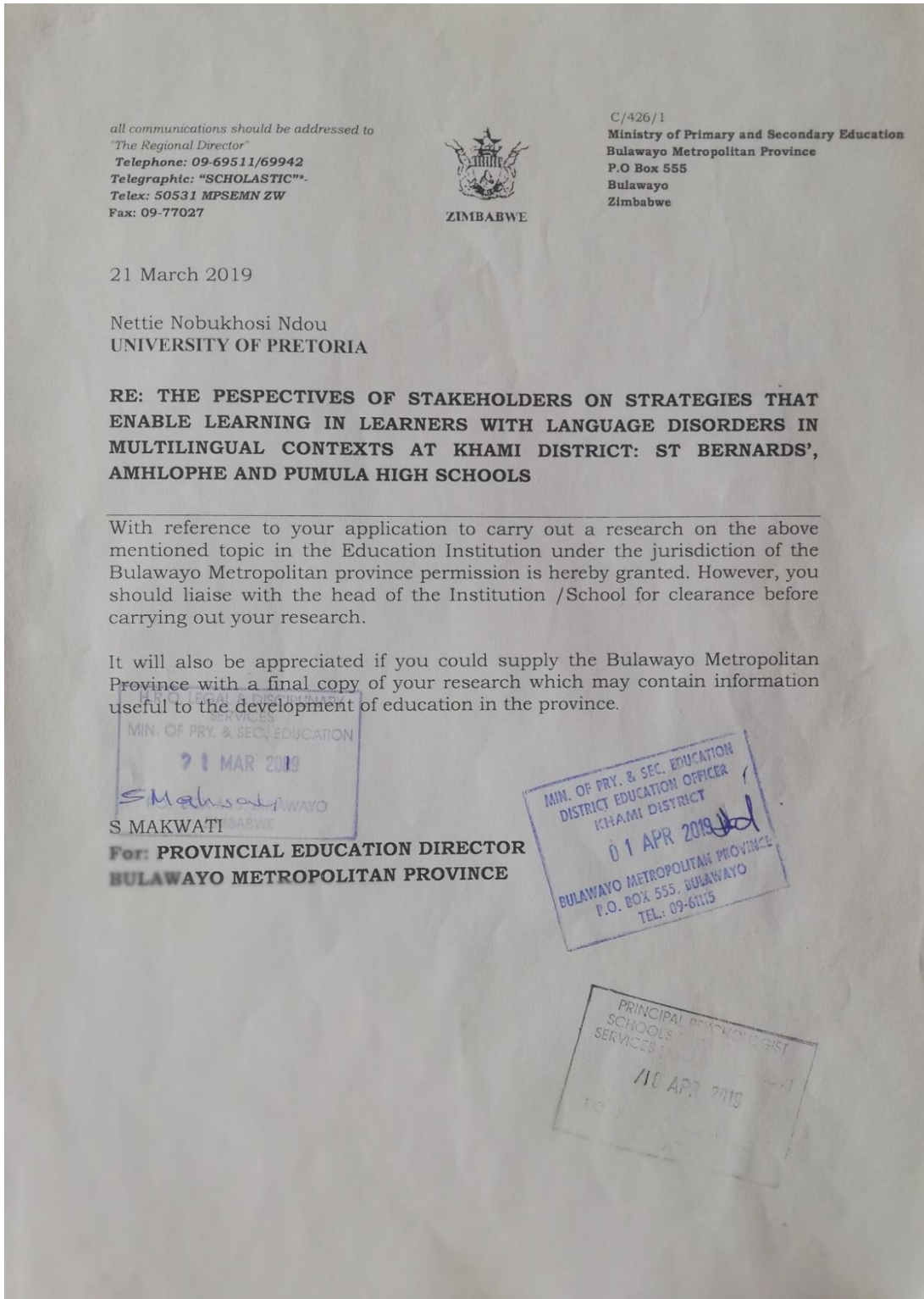
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ANNEXURES

6.11 ANNEXURE A: PERMISSION TO CONDUCT RESEARCH IN ZIMBABWE



6.12 ANNEXURE B: PERMISSION TO CONDUCT RESEARCH IN GAUTENG PROVINCE



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	06 March 2019
Validity of Research Approval:	04 February 2019 – 30 September 2019 2018/422
Name of Researcher:	Ndou N.N
Address of Researcher:	8274 Pumula East P.O.Box Pumula Bulawayo Zimbabwe
Telephone Number:	+263 777 958 199
Email address:	nettiendou@gmail.com
Research Topic:	Perspectives of stakeholders on strategies that support learners with language disorders in Multilanguage contexts
Type of qualification	PhD
Number and type of schools:	Three Secondary Schools
District/s/HO	Johannesburg Central

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

6.13 ANNEXURE C: PERMISSION TO CONDUCT RESEARCH IN JOHANNESBURG CENTRAL



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Enquiries: Caroline Tiadi
File no: 3/2/1
Tele: 011 983 2135
Email: Caroline.Tiadi@gauteng.gov.za
Chief Directorate: Education Planning and Research

MISS NETTIES N. NDOU
FACULTY OF EDUCATION: DOCTORAL DEGREE
UNIVERSITY OF PRETORIA
8274 PUMULA STREET
BULAWAYO
ZIMBABWE

By Email: nettiendou@gmail.com

Dear Miss Netties Ndou

SUBJECT: RESEARCH APPROVAL LETTER

Correspondence received from you on 29 April 2019 titled: *Perspective of stakeholders on strategies that support learners with language disorders in Multilingual contexts* is acknowledged and has reference.

Thank you for informing the District Office of your intended research at Altmont Secondary, Kenilworth Secondary and BASA Combined Schools.

The following attachments are acknowledged and received:

1. GDE Research Approval letter from the Knowledge Management and Research Directorate at GDE Head Office – 08 March 2019.
2. Research Proposal
3. Ethics Clearance
4. Interview Questions
5. List of schools
6. Letter of Consent to Learners
7. Letter of Consent to Educators
8. Focus Group Discussion Guide
9. Interview Guide

You are welcome to proceed with your research however, in the execution thereof, you are reminded to heed the non-negotiable of being mindful of protecting contact time.

The District Office wishes you great success with your research and reminds you to comply with the terms and conditions against which approval has been granted by the Knowledge Management and Research Directorate.

Yours sincerely

MS B. L. T. SEATE
DISTRICT DIRECTOR
DATE: 29 APRIL 2019

6.14 ANNEXURE D: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS



Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

University of Pretoria
Faculty of Education

Groenkloof Campus

THE PRINCIPAL

Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am Ph.D. student in the Department of Educational Psychology at the University of Pretoria. I am working on a project titled: “systemic support strategies for learners with language disorders in multilingual contexts” under the supervision of Prof. Funke Omidire. This is a multiple case study of selected high schools in Bulawayo, Zimbabwe and Johannesburg, South Africa. I would like to request for permission to conduct research at your school on perspectives of teachers and learners on possible strategies to accommodate or support learners with language disorders to thrive in the multilingual classroom.

The aim of the study is to investigate possible strategies to accommodate learners with language disorders to thrive in the multilingual classroom. The study targets learners with language disorders and their support teachers. The findings of this research could be possible to contribute to our knowledge of teaching and learning with language disorders in the multilingual education system. As part of the study, I would like to observe teacher-learner classroom interaction in one of the lessons. The observations will enable me to answer some of the key research questions of my study. I would like to interview the teachers after the classroom observation and then conduct Focus Group Discussions with learners. The observations and interviews will be audio/video recorded. The recordings will be safely stored, and only viewed by my research supervisor and myself.

Confidentiality will be ensured by using pseudonyms for all participants. All effort will be made to ensure that no harm will happen to the learners and teachers. They will be allowed to withdraw from participating in the study at any point/ time even without giving reasons should you wish to do so.

I would like to sincerely thank you in anticipation that your assistance for this research could contribute immensely to the existing body of knowledge in South Africa and Zimbabwe.

Please do contact me or my supervisor any time if you would like clarification, feedback on the following contact details:

- Prof Funke Omidire (Supervisor) on +27 12 420 5506 or funke.omidire@up.ac.za
- Nettie N. Ndou on +263 777958199 or nettiendou@gmail.com

Yours Faithfully

Nettie Nobukosi Ndou

PhD Research candidate

Department of Educational Psychology

University of Pretoria

Prof Funke Omidire

Supervisor

Department of Educational Psychology

University of Pretoria

School Principal Consent Form

I give consent for you to approach teachers and learners in the intermediate phase to participate in the research, titled “Systemic support strategies for learners with language disorders in multilingual contexts”.

I have read the Project Information Statement explaining the purpose of the research project and understand that:

- The role of the school is voluntary
- I may decide to withdraw the school’s participation at any time without penalty
- Only teachers and learners who consent will participate in the project
- All information obtained will be treated in the strictest confidence.
- The participants’ names will not be used.
- The school will not be identifiable in any written reports about the study.
- Participants may withdraw from the study at any time without penalty.
- A report of the findings will be made available to the school.

Principal

Signature

Date

6.15 ANNEXURE E: SAMPLE OF INVITATION LETTER TO ADULT PARTICIPANTS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Teachers

I am a PhD student in the department of Educational Psychology at the University of Pretoria. I am working on a project that is supervised by Prof Funke Omidire, a lecturer at the Faculty of Educational Psychology. I would like you to be a participant in my research study.

The study is entitled “systemic strategies for learners with language disorders in multilingual contexts”. The study seeks to explore strategies used to accommodate learners with communication Disorders in multilingual education settings.

Although there are no immediate benefits, participating in this study will provide you with an opportunity to come up with possible strategies to assist learners with communication disorders to be accommodated in multilingual education system.

The research settings will be Johannesburg central secondary schools with learners with Language disorders. I intend to focus on only three schools. No lessons will be interrupted. Semi-structured interviews shall be conducted on teachers and Focus Group Discussions shall be conducted on learners with languagedisorders. Classroom observations will be conducted for 40 minutes maximum time. Interviews with teachers will last for 30 minutes maximum time. I would also like to use audio tape, however, the identity of a teacher, school or learner shall be strictly confidential.

Your positive consideration to participate in this study will be highly appreciated. Should you agree please sign the document of informed consent attached to this letter.

Kind Regards

Nettie Nobukosi Ndou

6.16 ANNEXURE F: LETTER TO PARENTS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Dear Parent/Guardian

I am a PhD student in the department of Educational Psychology at the University of Pretoria. I am working on a project that is supervised by Prof Funke Omidire, a lecturer at the Faculty of Educational Psychology. May you kindly give permission to your son/daughter to take part in my research study?

The study is entitled “Systemic support strategies for learners with language disorders in multilingual contexts”. The study seeks to explore strategies used by teachers, speech language therapists, remedial therapists and educational psychologists to accommodate learners with Language Disorders in multilingual education settings.

Although there are no immediate benefits, participating in this study will provide you with an opportunity to come up with possible strategies to assist learners with Language disorders to be accommodated in multilingual education system.

The research settings will be Johannesburg central Special Schools with learners with Language disorders. I intend to focus on only three schools. No lessons will be interrupted. Semi-structured interviews shall be conducted on teachers and Focus Group Discussions shall be conducted on learners with Language disorders. Classroom observations will be conducted for 40 minutes maximum time. Interviews with teachers will last for 30 minutes maximum time. I would also like to use audio tape, however, the identity of a teacher, school or learner shall be strictly confidential.

Your positive consideration to participate in this study will be highly appreciated. Should you agree please sign the document of informed consent attached to this letter.

Kind Regards

Nettie Nobukosi Ndou

6.17 ANNEXURE G: INVITATION LETTER TO LEARNERS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Invitation to Participate in Research Project

You have been approached to participate in this research as you are the learner who is directly affected by teaching and learning processes at your school. Your participation is entirely voluntary. If you agree to participate, you will be invited to take part in a focus group discussion with other learners regarding your views on strategies which can be used to support learners with Language Disorders in schools where learners speak more than one language. This discussion will be audio-recorded/video-recorded to facilitate analysis.

Information obtained from this study will be treated with strictest confidentiality and will be used for this research study only. Your name will not be mentioned in this study and all information collected as part of the study will be stored securely on password protected computers. While there will be no direct benefit to you from the study, the findings have the potential to make a contribution to our understanding of the nature of learners with Language Disorders and strategies which can be used to support them in schools where more than one language is used.

There are no known risks associated with participation, other than some possibly inconvenience in conducting focus group discussions. You can decide to withdraw from the study at any point prior to the transcripts being anonymised without any consequence.

Thank you for taking time to read this information letter.

Yours Faithfully

Nettie Nobukosi Ndou

PhD Research candidate

Department of Educational Psychology

University of Pretoria


Prof Funke Omidire

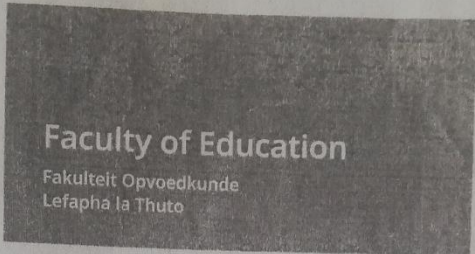
Supervisor

Department of Educational Psychology

University of Pretoria

6.18 ANNEXURE H: SCHOOL PRINCIPAL CONSENT FORM (CASE 1)


UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA


Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

School Principal Consent Form

I give consent for you to approach teachers and learners in the intermediate phase to participate in the research, titled "Perspectives of stakeholders on strategies that support or accommodate learners with language disorders in multilingual contexts".

I have read the Project Information Statement explaining the purpose of the research project and understand that:


- The role of the school is voluntary
- I may decide to withdraw the school's participation at any time without penalty
- Only teachers and learners who consent will participate in the project
- All information obtained will be treated in the strictest confidence.
- The participants' names will not be used.
- The school will not be identifiable in any written reports about the study.
- Participants may withdraw from the study at any time without penalty.
- A report of the findings will be made available to the school.

MAPHOSA ROSA H
Principal

R. Maposa
Signature

THE DEPUTY HEAD
ST. BERNARD'S HIGH SCHOOL
Date **21 MAR 2019**
P.O. PUMULA, BULAWAYO
TEL. 09-424350

6.19 ANNEXURE I: SAMPLE CONSENT FORM FROM SCHOOL PRINCIPAL (CASE 2)


UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

School Principal Consent Form

I give consent for you to approach teachers and learners in the intermediate phase to participate in the research, titled "Perspectives of stakeholders on strategies that support or accommodate learners with language disorders in multilingual contexts".

I have read the Project Information Statement explaining the purpose of the research project and understand that:

- The role of the school is voluntary
- I may decide to withdraw the school's participation at any time without penalty
- Only teachers and learners who consent will participate in the project
- All information obtained will be treated in the strictest confidence.
- The participants' names will not be used.
- The school will not be identifiable in any written reports about the study.
- Participants may withdraw from the study at any time without penalty.
- A report of the findings will be made available to the school.

Baloyi A.M
Principal

[Signature]
Signature

19-08-2019
Date

GAUTENG DEPARTMENT OF EDUCATION
Altmont Technical High School
Tel: 010 233 0025
2019 -08- 19
249/3675 Cnr Alekhine & Stanton Road
Protea South
P O Box 901008 Bertsham 2012

C

6.20 ANNEXURE J: SEMI-STRUCTURED INTERVIEW SCHEDULE

Date of data entry: _____
Time of data entry: _____
Visit Code: _____
Institution: _____

Section A: Biographic section

Age:

Sex: Male Female

Marital Status: Married Single Divorced

Working experience:

Qualifications:

Professional

Background:

Section B

Identification

1. What is your understanding of language disorder
2. How do you identify learners with Language Disorders?
3. What is the level of awareness of the learners regarding their challenges?

Support Services

1. What are the current support services on offer for learners with Language disorders?
2. What are the strengths and short comings of support services?
3. To what extent does the curriculum offered accommodate learners with Language Disorders?
4. What are the strengths and short comings of the curriculum?

Multilingualism

1. What do you understand by multilingualism in education?
2. How does language of instruction affect learners with Language disorders?
3. In what way does the language of instruction accommodate learners with Language Disorders?
4. What are the challenges faced by learners with Language Disorders in multilingual education settings?

Strategies

1. What can be done to address these challenges?
2. What strategies have you implemented to support learners with Language Disorders?
3. Who formulated the strategies?
4. Does the curriculum support the strategies?
5. What processes does the implementation of these strategies involve?
6. Do these strategies involve the whole class?
7. Do you think these strategies help support learners with Language Disorders in multilingual education contexts?
8. What challenges do you encounter when implementing these strategies?
9. What can be done to counter these challenges?

6.21 ANNEXURE K: FOCUS GROUP DISCUSSION SCHEDULE

FOCUS GROUP DISCUSSION GUIDE

Date of data entry: _____

Time of data entry: _____

Visit Code: _____

Section A: Biographic Section

Name of learner	Age	Gender

--	--	--

Guidelines for the Researcher/ Facilitator

- Welcome remarks
- Introductions (the researcher introduces her self as well as the topic)

Section B

1. Which subject do you like?
2. Why do you like the subject?
3. Which subject do you find so difficult?
4. Why do you think it's difficult?
5. Which language do you use in teaching and learning?
6. Is it your first or second language?
7. What do you struggle with in class?
8. How has the teacher assisted?
9. Will you inform me on strategies that have been used by your teachers whenever you struggle with something during lessons?
10. Which strategies do you think work well on you?

6.22 ANNEXURE L: AN EXAMPLE OF A TRANSCRIBED INTERVIEW

Date: 12 April 2019

Time: 3.30pm

Venue:

Participant: Remedial Therapist (PVT)- Zimbabwe

Background Information

- Aged 55
- Male
- Married
- 31 years' experience in the field of education
- Holds Certificate in Education, BED, Master of Education in elementary education, PhD in Education

Identification

R: What is your understanding of language disorders/

P: They are basically challenges in communication, challenges in language acquisition, expression. It's quite broad..

R: How do you identify learners with Language Disorders?

P: This is my 28th year dealing with learners with learning disabilities among them with LDs..thus excluded my teacher training. We do not only deal with them. But first assess them then ahhh execution of educational plans. We also look at awareness. People are not aware of what learning disabilities are..you can see this through up to government level where our definition of Learning disabilities is not clear..it all under disabled persons act.. and when we look at this act, we always think about a physically disabled person first.

R: What is the level of awareness of the learners regarding their challenges?

Support Services

R: What are the current support services on offer for learners with Language disorders?

P: At Baobab educational centre we offer quite range of services. ammm We offer awareness, this is key because this is where we get our client s from the community. The community has to understand what language difficulties are. Our first line are the parents. They are the key in the whole assessment process. They are the people who can say no my child is okay is fine he will outgrow this...when they are aware right at the beginning, they are able to assist this kids at an early age.. I mean when you find a four year old who cannot talk, it means there is a problem. But parents will think he is still young and so on...so advocacy is key

Second line of our line of business are the teachers. It's key that these teachers are equipped with skills of identifying such learners because in general teacher training, that is not part of their curriculum. Yes they are taught pedagogy, but when it comes to learning pedagogies they are not taught on how to deal with them. That is why we have kids as far as form 4, and cannot read and is just in the system and not being supported

We have assessment. Our assessments are in three parts. The first part is pre-assessment conference-will bring in parent.. Why bring in parent. He/she is the key. We will be asking questions about history in the family, background remember learning difficulties are genetic.. We also look at different milestones...were these milestones achieved on time or delayed so once we have that background information. We then bring the child for familiarisation. Just for the child to be comfortable, he is already hurt, low self-esteem because of his disability and we don't want them to come on the day of assessment ...you know. They just sit here, talk a bit and get settled. Then they come for assessment. Once we have done the assessment we then mmm depending on the outcome of the assessment... we are a multi-disciplinary. So during the pre-assessment conference, we will also determine the nature of this disability, so we bring all specialists together then when we have identified lets say LDs, the Speech therapist will do the assessment working with other specialist..after these people will come together to discuss their finding and then come up with just one report...once we have done that we then draft an individual education plan..that is the first part of the IEPlan..and then finalisation of the plan. We bring in the class teacher to be part of this ..remember teachers will be the ones dealing with the learners mostly..so and then when it comes to intervention it depends on parent's ability to pay..we have do a pull out system were the child will visit us three or two times a week for an hour or so..ammmm...why the pull out system because we have some problems that are so expensive to treat and schools don't have the machines or resources to assist such learners. But ideally we would want to do what we call the school support. Whereby we go to the school,

support the child in the class room but also there is an issue that...schools are not comfortable with it...the teacher comes in then here I am Dr Nyoni seated in his/her classroom... The teacher will think am evaluating his/her work...so there is that comfortability ..so thus why we would want to bring in the teacher at the assessment conference so that she/he feels part of the intervention program rather than seeing us as a challenge..and understand the value of multi-disciplinary intervention

R: so are you aware of the new curriculum?

P: Yes am very much aware of the curriculum. Simple because we don't work in isolation. We are the complementary arm to the school. So whatever the school does, thus what we also do. We don't work in isolation. We would ask for example okay. School what are your topics to be covered this term...then they tell us. As the learner is learning both at school and at our centre using a different approach of course cause these kids need continuity from school to us..

R; which schools do you work with? Private or Government schools?

P:We use both. So we aware of what's happening both sides.

R: To what extent does the curriculum offered accommodate learners with Language Disorders?

P: Yes it does really...but the difficulty was that the foot soldiers which are the teachers. Why there is so much resistance among teachers it's because here there are trained in teaching for exams and suddenly now meant to bring out the strength of the child and to do the continuous assessments and staff. They have never been trained for continuous assessment. This teacher has been teaching for exams for 20 years and today you say no..they should now focus on the strengths of the learner and the continuous assessment and so on..with loads of paper work..but the curriculum on its own it's very...so it does accommodate learners with LDs to a certain extent.

R: What are the strengths and short comings of the curriculum?

Multilingualism

R: What do you understand by multilingualism in education?

R: How does language of instruction affect learners with Language disorders?

P: The set up that the government has come up with is to allow indigenous languages to be used as mediums of instruction especially at early grades. That is key. This is a language that a child is “comfortable” in using....so it is a bridge from home to school environment ...to the textbooks. But it is key for early grades in that.

R; what’s your comment about a learner who is in form 1 and has an undiagnosed LD?

P: They will fail...i have seen some teenagers coming...parents asking for specialist help while the child is now in form 4 really. You find one client of mine had one through form 4 but the only thing she could do was to read at grade four level after assessment..that was sad..so you then want then to bring how they can be assisted.. Already there are psychological issues involved. Already there are academic issues involved and so you then want to bring in the program of identifying the key strengths of the child. If they like Music..why don’t we make him/her excel in that..Maybe in other instances, this child is good in computers. So why can’t we accommodate him/she use a computer in class.. We have accommodative measure that are very good. You find that there are assistive technologies that are extremely good. You might find something that can turn text into audio, this can help a learner in a lot of things. For instance with a C pen the child is holding and it’s a tool that he has. And he doesn’t need to go to the teacher what this word is.. that tool can actually read to the child..

R: Okay..but not everyone can afford those Cpens..

P:Ya on that that is why here we have PPC (Cement company), thus another drive..these are the corporates you need to go to..they have the money. Then we go to PPC and ask for money for fees for some children who are disadvantaged but the impact is on a smaller scale.. But if you buy a c pen for the school..that c pen is there for years...every learner can benefit. These corporates can be able to buy these things for the school...yes they are expensive but imagine if the school has ten of these..it will greatly assist. It gives the child independent..taking away that dependency from the teacher and we have a lot of tool. We have KULZWE3000, it’s a word based software, scan all the books for the child and it reads for them..it has about 10-15 voices then what it does, the child could simple change the voices. Maybe let’s say the first three pages. Mary’s voice is going to read out..then gets tired and puts john’s voice. You can vary the speeds and number of words per minute..Its fun and it captures the child. Then it helps in terms of organisation, vocabulary build-up. Yes a learner with LD can actually use it. What we working on now with the youths, we are also saying all these technologies used are in English, French I think there about 4 languages, and we saying why can’t we have this in local languages for the

early graders..we creating employment ..But the interesting thing about the C pen is that it can be used in exams. South African education AIB am not sure. Actually allows exam cpen in the exam as an accommodation. This is an exam reader. It doesn't have dictionary it reads only...the other one is for the classroom practising and this one strictly for the exam. The pen will be reading the exam for you...and there is a complementary one called a dragon where it converts audio to texts...it's for accommodations in exams. They usually bring in somebody who will type for you... So in this case just bring in the dragon. You speak into this software...then it converts your speech in to texts..we all have those staff... That is why am saying the government cannot have these things. We have these things because 1. We have exposure. I mean 21 years out of the country....we have speech-language therapist was trained is from Australia...I was trained in the UK...Our psychologist was trained in Britain... So the exposure is wide. So we can use those tools to assist the learners

R: In what way does the language of instruction accommodate learners with Language Disorders?

R: What are the challenges faced by learners with Language Disorders in multilingual education settings?

Strategies

R: What can you say about a learner with LDs in the mainstream classroom in high density areas

P: Like I said the biggest challenge is exposure right. And awareness. Once we overcome these things intervention becomes a lil bit easier coz 1. Through the level of awareness, these kids are already labelled, dull lazy whatever.. And again that system of exclusion that was there before it was not good... But inclusion is the key..it's good to have specialist with in the mainstream and support these kids. It gives acceptance. There is acceptance from other kids. They will understand okay, he has a problem with this and he is being assisted .. the child becomes a normal child ..free..so intervention becomes easier. We have acceptance from the teacher, student, and parent. Once we have that..

We need to revise the teacher training curriculum. Teachers are not trained to handle a learner with language disorder in the mainstream classroom..they don't even know what a language disorders is..you talk about "dyslexia" and he will be like what are you talking about. . A teacher must atleast appreciate or have an idea how how assist such learners..These teachers must be

conversant in what these issues are .So the training curriculum should have all these components

R: Do you have challenges in supporting learners with LDs?

P:One of the main challenge becomes the finance..all the equipment is quite expensive.. for instant the KZWEL3000 ..you need a licence.. for one computer we looking at 23-25000 rands just for one year's licence but it's a tool that is extremely good.. that I can say for me each school should have..still on that..we need resource centres within the school..cause these technologies are expensive but if we have a situation where by these schools club together..eg Mzilikazi township..we mzilikazi pry, secondary, sobukhazi , lobhengula and lotshe.. each of these schools if there were to pay in 5000 right we have 25000...the 5 schools will be equipped with a very big resource centre..right.. the school's SDC's have the mandate , there is an act that actually allows them to employ but what they do..they buy luxury coaches..its not the co business of the school...the core business is to provide education.We may out source.. yes we may have the buses but not at the expense of a child who is struggling..why don't we buy a cpen..thus my strong feeling..and these SDA's might say based our 5 schools..lets pay an assessment team (Speech therapist,Psychologist,Remedial therapist and a social worker) thus a complete team..right then they look for money to pay them just for one year..they can go to PPC company or any other big company..thus were the corporate world will come in..These specialist are able to see these kids on a regular basis.. unlike now where educational psychologists is serving more than 200 schools..they are so busy..they see the child once a year..and a totally waste of time..we see our clients twice a week..and it's a process..but imagine once a year really..we wasting our time..

Bulawayo Province for example doesn't have a Speech therapist at the moment. So those are the probkems we face.. Like I said before, special education is expensive and needs too much involvement ...it needs a multi disciplinary approach...

Government on its on is disoroganised, When you look at inteministrial relationships-what I heard am not sure is that the Min of Health trains speech lang therapists and occupational therapist and pyschologists..now coming into education..why do we have shortages of educational psychologists?I think we have less than ten speech therapists in the country..thus where these corporates and SDAs come in you know... in those five schools I talked about lets have one corporate paying salary for speech lang therapist for one year..these SDAs must stop buying luxury coaches ..club together and pay a specialist for a year..Then parents with such

children will also need to pay extra fees as well. For sustainability we need this support from government, private,business,parents and schools...

When applying for accomodations at ZIMSEC says they will want assessment report from schools psychological services and not anybody else and these are the people we trained with and somebody who is in the gvt and the one who is pvt all went through the same training. Why not considering our reports as well.. When I enquired with ZIMSEC for my client I was told so..so those are some of the challenges we are facing..we have the same qualifications.. Thus why we saying there is no inter-ministerial relationships. Where are the intern students when going to training...we government might say we need 700 speech-language therapists, they train them and bond them for that period..I am bit radical so emotional..

6.23 ANNEXURE M: VERIFICATION OF INTERVIEW TRANSCRIPT

Verification of interview transcript

Semi-structured Interview between Nettie Ndou and Dr Themba Nyoni

Date: 12 April 2019

Time: 3.30pm

Venue: Baobab Educational Assessment Centre

Bulawayo.

Participant: Remedial Therapist (PVT) - Zimbabwe Thank you for the transcript of our conversation as one of your respondents for your research project. I have gone through it and it is a true record of what we discussed about. I sincerely look forward to the outcome of the research as it is a quite a relevant topic, particularly when African countries are lagging behind in terms of Learning Difficulties. I am very positive that your research will contribute a lot to the education sector in most African countries and the body of knowledge in general. Good luck with your studies



Themba Nyoni, Dr

Remedial Therapist

Baobab Educational Assessment Centre

Bulawayo, Zimbabwe

www.baobabedu.co.zw

12 August 2020

6.24 ANNEXURE N:EXTRACT FROM ATLAS TI- REPORT FOR SEMI-STRUCTURED INTERVIEWS

Project: My thesis

Report created by user on 1/2/2020

Codes Report

All (21) codes

○ ARE LEARNERS WITH LDS PREPARED FOR EXAMINATIONS

Created by user on 12/27/2019, **modified** by user on 12/27/2019

Comment by user

In Zimbabwe LDs often fail their exams...learners occupying first and second classes do well in exams hence, those in last classes are often fail to respond to questions in an exams... **1 Quotations:**

D 4: Educator-Amhlophe - 4:17 sometimes you find out that we have a class of

5.. we teach the first... (7214:7594)

Text quotation

Created by user on 12/27/2019

sometimes you find out that we have a class of 5.. we teach the first two classes to understand and pass.. but the last classes there we just want them to be able to communicate in English...just appreciate the language. Writing a letter or following instructions but not passing the exam...Examination will be ahh way ahead of them...so we just socialise them to be able to communicate.

1 Codes:

- Are learners with LDs prepared for examinations
-

○ Challenges

Created by user on 11/12/2019, **modified** by user on 12/30/2019

Comment by user

In South Africa, we do not have enough qualified Speech therapists who work independently to assist such learners. They are full time teachers so they dont have enough time to help more learners

Those that are outside, they are just doing it for commercial gain...actually they are not qualified Speech therapist. They sell remedial programms for parentsSuch learners need alternative means of learning and communication, but we do not have the capacity and resources to help them I have no extra time to help such learners

Learners fail to participate in class. They feel so embarassed no enough time to assist the learners

Learners feel embarassed and dont cooperate during extra lessons

There is no remuneration for extra lessons

Learners are also not willing to work during extra lessons..they think we are punishing them

Do not have sufficient time to help these learners

Services offered by specialists in South Africa are not for free in most cases The system depends too much on me to offer assistance..but also do not know how too many learners per class

Time factor...hot sitting school

Parents not cooperating

Asssistive technologies are very expensive

Schools Specialistsb like Psychologists in Zim are so over whelmed..too much pressure.They see the child once a year...of which thus not enough....coz its a process shortages of speech therapists

Zimsec does not recognise our assessment reports...just because we are pvt practioners... thus unfair...our clients tend to suffer then

Secondary school learners do not cooperate. They dont wanna associate themselves with our progmas. They are embarassed

71 Quotations:

D 1: Educational Psychologist (South Africa) - 1:8 I have a chart..go and teach the learner.. then thus when will see if... (5393:6103)

Text quotation

Created by user on 11/12/2019

I have a chart..go and teach the learner.. then thus when will see if the child has a problem ...the child wont even remember the phoenix..thus when I refer them to the Speech therapist..but we still have a challenge.. because we don't have enough qualified speech therapist who are working independently... even if they are qualified they will be full time teachers in schools so they wont have enough time to offer such services...those that are outside, they are just commercial just commercial gain...they buy programs called remedial programmes...it happening..even a person who doesn't have grade 12..will just buy the program and say am a therapist...the parents will just pay coz they want their children to learn..

1 Codes:

- Challenges

D 1: Educational Psychologist (South Africa) - 1:9 U see learners with language disorders or other learning disorder..alt... (6175:6385)

Text quotation

Created by user on 11/12/2019

U see learners with language disorders or other learning disorder..alternative means of learning and communications are needed immediately...but the challenge is do we have the capacity and resources to help them.

1 Codes:

- Challenges

D 1: Educational Psychologist (South Africa) - 1:13 that is the challenge we have in South Africa, services needed by scho... (7951:8045)

Text quotation

Created by user on 11/13/2019

that is the challenge we have in South Africa, services needed by schools are not for free..

1 Codes:

- Challenges

D 2: Educator St Bernards - 2:3 We do not have enough time to assist the learners. (1182:1231)

Text quotation

Created by user on 11/13/2019

We do not have enough time to assist the learners.

1 Codes:

- Challenges

D 2: Educator St Bernards - 2:9 eeehhhh the curriculum neglects learners with

LDs. It does not fully a... (1557:1758)

Text quotation

Created by user on 12/30/2019

eeehhhh the curriculum neglects learners with LDs. It does not fully accommodate learners with LD, it doesn't give teachers enough time to assist the learners as well as resources to help such learners...

2 Codes:

- Challenges / ○ Teachers attitudes

D 3: Educator-Altomont - 3:5 we will be tired and there is no remuneration on extra lessons so we s... (1498:1624)

Text quotation

Created by user on 11/13/2019

we will be tired and there is no remuneration on extra lessons so we sometimes don't put lot of effort in these extra lessons.

1 Codes:

- Challenges

D 3: Educator-Altomont - 3:6 So they don't cooperate ..they feel embarrassed.

(1795:1843)

Text quotation

Created by user on 11/13/2019

So they don't cooperate ..they feel embarrassed.

1 Codes:

- Challenges

D 3: Educator-Altomont - 3:7 We operating on a limited time basis (2046:2082)

Text quotation

Created by user on 11/13/2019 We operating on a limited time basis

1 Codes:

- Challenges

D 3: Educator-Altomont - 3:10 They fail to communicate effectively in English during teaching and le... (3017:3148)

Text quotation

Created by user on 11/13/2019

They fail to communicate effectively in English during teaching and learning and this affects their esteem. They feel so embarrassed

1 Codes:

- Challenges

D 3: Educator-Altomont - 3:16 If I try to help, I really do not have time. They leave school at 14.5... (5426:5597)

Text quotation

Created by user on 11/13/2019

If I try to help, I really do not have time. They leave school at 14.50pm and I can't keep them beyond that time because some walk long distances home..some have transport.

1 Codes:

- Challenges

D 4: Educator-Amhlophe - 4:4 We are a hot sitting school and to deal with such kind of learners, yo... (1470:1779)

Text quotation

Created by user on 12/27/2019

We are a hot sitting school and to deal with such kind of learners, you will need time with them after school/lessons. Our lessons are just 30 Minutes per lesson unless I have a double period for 1hr 10 minutes. So we hardly have time to do all of these strategies as well as the resources like a good library

1 Codes:

- Challenges

D 4: Educator-Amhlophe - 4:5 the parents are not forthcoming when you want to help the child (1788:1851)

Text quotation

Created by user on 12/27/2019 the parents are not forthcoming when you want to help the child

2 Codes:

- Challenges / ○ Role of the parents

D 4: Educator-Amhlophe - 4:8 So I realised that when I use English through and through, those with... (2685:2781)

Text quotation

Created by user on 12/27/2019

So I realised that when I use English through and through, those with Disorders are disadvantaged

2 Codes:

- Challenges / ○ Multilingualism in education

D 4: Educator-Amhlophe - 4:9 The main problem facing our learners is English being the medium of in... (2900:3371)

Text quotation

Created by user on 12/27/2019

The main problem facing our learners is English being the medium of instruction because during our time, we will be forced to speak in English in the school facility and even at home but now us no longer forcing the learners to use English. So English is tough in our communities and thus affecting the learners... because if you address them in English..they are just blank... I don't know maybe it starts from primary I don't know or whether it stems from home..i don't know

2 Codes:

- Challenges / ○ Multilingualism in education

D 4: Educator-Amhlophe - 4:14 a lot and we need more time. Our schools are hot sitting. First group... (5478:5824)

Text quotation

Created by user on 12/27/2019

a lot and we need more time. Our schools are hot sitting. First group starts school at 7.20 up to 12 pm and the second group from 12 to 5 pm.. so when we done with them, they just go home... but more time is needed for some fun activities like Spelling competitions and the like .. so more time is needed so that these activities will be encouraged. **1 Codes:**

- Challenges

D 4: Educator-Amhlophe - 4:15 we had some of the psychological services coming at the Pumula hall... I... (6001:6283)

Text quotation

Created by user on 12/27/2019

we had some of the psychological services coming at the Pumula hall... I didn't really like what they did.. the parents we have in our area are not enlightened to these services because when you start telling them your child has a disorder or is a slow learner, you will be upsetting him

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 4: Educator-Amhlophe - 4:18 we don't have enough Educ Psychologists because a lot needs to be done... (7686:7807)

Text quotation

Created by user on 12/27/2019

we don't have enough Educ Psychologists because a lot needs to be done... I don't know.. are they free? They are always busy

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 4: Educator-Amhlophe - 4:19 They come to Pumula Hall to assist all learners with such problems in... (7809:8436)

Text quotation

Created by user on 12/27/2019

They come to Pumula Hall to assist all learners with such problems in our districts; Pumula high, St Bernards, Amhlophe all even the parents... Learners with psycho-social problems, with disabilities, jairos jiri all in one hall...those with Physical or learning disabilities all in one hall..Only to be referred to someone else... but us as teachers and parents will be thinking that our learners will get help but they are just referred to someone else. Parents will tell you we have been through those places before...I have been told that my child has A B C and D but I cannot go to such places...I don't have the money what can I do?

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 4: Educator-Amhlophe - 4:24 Parents will tell you we have been through those places before...I have... (8258:8489)

Text quotation

Created by user on 12/30/2019

Parents will tell you we have been through those places before...I have been told that my child has A B C and D but I cannot go to such places...I don't have the money what can I do? May be if we have young people like you who can help

2 Codes:

○ Challenges / ○ Role of the parents

D 5: Educator-BASA Combined - 5:9 Some learners are forthcoming but some actually don't come for remedia... (2534:2985)

Text quotation

Created by user on 11/24/2019

Some learners are forthcoming but some actually don't come for remedial classes. They are no regulations to enforce such lessons. The other thing is that, we do these remedial lessons on Wednesdays and Fridays when others are going for Sporting activities at 13.30 to 14.30 pm. However we have challenges because most learners with Learning disabilities including language problems, are so good in sports thus why most of them don't attend the lessons.

1 Codes:

○ Challenges

D 5: Educator-BASA Combined - 5:12 They are also full time educators with their work loads, so they are o... (3226:3337)

Text quotation

Created by user on 11/24/2019

They are also full time educators with their work loads, so they are over whelmed really. They are not managing.

2 Codes:

○ Challenges / ○ Role of DBST and SBST

D 5: Educator-BASA Combined - 5:17 Learners are not forthcoming

(4672:4699)

Text quotation

Created by user on 11/24/2019

Learners are not forthcoming

1 Codes:

- Challenges

D 5: Educator-BASA Combined - 5:18 Also parents seem not to be supportive (4702:4739)

Text quotation

Created by user on 11/24/2019 Also parents seem not to be supportive

1 Codes:

- Challenges

D 5: Educator-BASA Combined - 5:19 Also setting up a resource centre might be very expensive.. (4741:4800)

Text quotation

Created by user on 11/24/2019

Also setting up a resource centre might be very expensive..

1 Codes:

- Challenges

D 5: Educator-BASA Combined - 5:22 Some parents make efforts to look for special or private tutors for th... (1504:1607)

Text quotation

Created by user on 12/30/2019

Some parents make efforts to look for special or private tutors for their children but some just ignore.

1 Codes:

- Challenges

D 5: Educator-BASA Combined - 5:24 Some learners are forthcoming but some actually don't come for remedia... (2534:2811)

Text quotation

Created by user on 12/30/2019

Some learners are forthcoming but some actually don't come for remedial classes. They are no regulations to enforce such lessons. The other thing is that, we do these remedial lessons on Wednesdays and Fridays when others are going for Sporting activities at 13.30 to 14.30 pm.

2 Codes:

- Challenges / ○ Learner's attitudes

D 5: Educator-BASA Combined - 5:25 We also have School-Based Support Team (SBST). They assist such learne... (2987:3224)

Text quotation

Created by user on 12/30/2019

We also have School-Based Support Team (SBST). They assist such learners but the problem is they are not qualified special education teachers, they are just qualified in their subject area...but they do attend some workshops and trainings.

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 6: Educator-Kennilworth - 6:6 the problem is there is no one to help these learners and you have to..... (2333:2621)

Text quotation

Created by user on 11/24/2019

the problem is there is no one to help these learners and you have to...I think the system depends on me trying different ways to assist, one thing they encourage is that they call it differentiation..i must now make my lesson to support all learners with different learning needs or cases..

1 Codes:

- Challenges

D 6: Educator-Kennilworth - 6:11 Mostly range from 40-48. Thus generally the trend (3447:3495)

Text quotation

Created by user on 11/24/2019

Mostly range from 40-48. Thus generally the trend

1 Codes:

- Challenges

D 6: Educator-Kennilworth - 6:12 I cant offer long term service... its just what can I do to make you pas... (3622:4003)

Text quotation

Created by user on 11/24/2019

I cant offer long term service... its just what can I do to make you pass and proceed to the next gradeso its not something long term.. Sometimes I feel like am over extending my self ..i feel tired..end up leave it like that..will be like okay I have done my part...there are no support structure..thus the main problem..so you just do what you can...and then at some point..you done.

2 Codes:

- Challenges / ○ Services on offer for learners with LD

D 6: Educator-Kennilworth - 6:13 there is just too much pressure on the teacher to do wonders with no s... (4544:4635)

Text quotation

Created by user on 11/24/2019

there is just too much pressure on the teacher to do wonders with no support from the system

1 Codes:

- Challenges

D 6: Educator-Kennilworth - 6:17 He /she fails to express him/her self in

English so he/she just withdr... (6545:6742)

Text quotation

Created by user on 11/24/2019

He /she fails to express him/her self in English so he/she just withdraws himself from learning or the classroom. They just keep quite in the classroom because of fear of embarrassment.

Strategies

1 Codes:

- Challenges

D 6: Educator-Kennilworth - 6:19 But it s just that it requires lot of money...

(7304:7347)

Text quotation

Created by user on 11/24/2019

But it s just that it requires lot of money...

1 Codes:

- Challenges

D 6: Educator-Kennilworth - 6:20 And I don't if its worth mentioning. We have this white paper

6..it ta... (7349:7545)

Text quotation

Created by user on 11/24/2019

And I don't if its worth mentioning. We have this white paper 6..it talks about inclusive education ...right ..its a good idea to do that but we do not have the capacity to do what special schools do

1 Codes:

- Challenges

D 6: Educator-Kennilworth - 6:21 Again... am not equipped to deal with such learners really ...and am suppo... (7549:7681)

Text quotation

Created by user on 11/24/2019

Again... am not equipped to deal with such learners really ...and am supposed to cope with such learners ...you understand what am saying ...

1 Codes:

- Challenges

D 6: Educator-Kennilworth - 6:25 the whole district has about 5 psychologists...a district with 250 schoo... (8350:8548)

Text quotation

Created by user on 11/24/2019

the whole district has about 5 psychologists...a district with 250 schoolsso how are they supposed to cater for all learners... I don't know I have never been to America or something like that but I ...

1 Codes:

- Challenges

D 6: Educator-Kennilworth - 6:27 I have actually have never met a speech therapistsin Jhb central. You... (8598:8941)

Text quotation

Created by user on 11/24/2019

I have actually have never met a speech therapistsin Jhb central. You know we supposed to have different types of schools like mainstream like ours, then a full service school they have all services then a special school. I have never hey..i could be wrong. I have seen one at the department of education. I have never thought about it anyway.

1 Codes:

- Challenges

D 6: Educator-Kennilworth - 6:30 We are actually overdoing this, we are always minding these kids' busi... (9923:10096)

Text quotation

Created by user on 11/24/2019

We are actually overdoing this, we are always minding these kids' businesses..ya ...but you burn out..you become sick of it honestly ..and thus why people don't care you know..

2 Codes:

- Challenges / ○ Teachers attitudes

D 6: Educator-Kennilworth - 6:31 RThe problem is neh eish ..the problem is there is no one to help thes... (2306:2661)

Text quotation

Created by user on 12/30/2019

RThe problem is neh eish ..the problem is there is no one to help these learners and you have to...I think the system depends on me trying different ways to assist, one thing they encourage is that they call it differentiation..i must now make my lesson to support all learners with different learning needs or cases..but you realise I don't have the time..

2 Codes:

- Challenges / ○ Teachers attitudes

D 6: Educator-Kennilworth - 6:34 there are no support structure..thus the main problem..so you just do... (3888:4003)

Text quotation

Created by user on 12/30/2019

there are no support structure..thus the main problem..so you just do what you can...and then at some point..you done.

1 Codes:

- Challenges

D 6: Educator-Kennilworth - 6:36 ah I mean it affects them yo badly...you know teachiers do not have the... (5974:6236)

Text quotation

Created by user on 12/30/2019

ah I mean it affects them yo badly...you know teachiers do not have the time..its either you are average or brilliant..so such learners end up in a situation where by they are just labelled as unable just because they cannot express themselves in a certain language

2 Codes:

○ Challenges / ○ Teachers attitudes

D 12: Remedial Therapist (Zim) - 12:15 Ya on that that is why here we have

PPC (Cement company), thus another... (7962:8481)

Text quotation

Created by user on 12/27/2019

Ya on that that is why here we have PPC (Cement company), thus another drive..these are the corporates you need to go to..they have the money. Then we go to PPC and ask for money for fees for some children who are disadvantaged but the impact is on a smaller scale.. But if you buy a c pen for the school..that c pen is there for years...every learner can benefit. These corporates can be able to buy these things for the school...yes they are expensive but imagine if the school has ten of these..it will greatly assist

2 Codes:

○ Challenges / ○ Recomendation

D 12: Remedial Therapist (Zim) - 12:18 Like I said the biggest challenge is exposure right. And awareness. On... (11277:11973)

Text quotation

Created by user on 12/27/2019

Like I said the biggest challenge is exposure right. And awareness. Once we overcome these things intervention becomes a lil bit easier coz 1. Through the level of awareness, these kids are

already labelled, dull lazy whatever.. And again that system of exclusion that was there before it was not good... But inclusion is the key..it's good to have specialist with in the mainstream and support these kids. It gives acceptance. There is acceptance from other kids. They will understand okay, he has a problem with this and he is being assisted .. the child becomes a normal child ..free..so intervention becomes easier. We have acceptance from the teacher, student, and parent. Once we have that..

3 Codes:

○ Challenges / ○ Learner's level of awareness / ○ Services on offer by Private practioners in Zimbabwe

D 12: Remedial Therapist (Zim) - 12:20 Teachers are not trained to handle a learner with language disorder in... (12026:12121)

Text quotation

Created by user on 12/29/2019

Teachers are not trained to handle a learner with language disorder in the mainstream classroom.

2 Codes:

○ Challenges / ○ LDs in secondary schools

D 12: Remedial Therapist (Zim) - 12:22 One of the main challenge becomes the finance..all the equipment is qu... (12511:12760)

Text quotation

Created by user on 12/29/2019

One of the main challenge becomes the finance..all the equipment is quite expensive.. for instant the KZWEL3000 ..you need a licence.. for one computer we looking at 2325000 rands just for one year's licence but it's a tool that is extremely good..

2 Codes:

○ Challenges / ○ Services on offer by Private practioners in Zimbabwe

D 12: Remedial Therapist (Zim) - 12:24 unlike now where educational psychologists is serving more than 200 sc... (13953:14214)

Text quotation

Created by user on 12/29/2019

unlike now where educational psychologists is serving more than 200 schools..they are so busy..they see the child once a year..and a totally waste of time..we see our clients twice a week..and it's a process..but imagine once a year really..we wasting our time..

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 12: Remedial Therapist (Zim) - 12:25 Bulawayo Province for example doesn't have a Speech therapist at the m... (14216:14290)

Text quotation

Created by user on 12/29/2019

Bulawayo Province for example doesn't have a Speech therapist at the moment

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 12: Remedial Therapist (Zim) - 12:26 Like I said before, special education is expensive and needs too much... (14329:14450)

Text quotation

Created by user on 12/29/2019

Like I said before, special education is expensive and needs too much involvement ...it needs a multi disciplinary approach...

1 Codes:

- Challenges

D 12: Remedial Therapist (Zim) - 12:27 Government on its on is disoroganised,

When you look at inteministrial... (14452:14806)

Text quotation

Created by user on 12/29/2019

Government on its on is disorganised, When you look at interministerial relationships what I heard am not sure is that the Min of Health trains speech lang therapists and occupational therapist and pyschologists..now coming into education..why do we have shortages of educational psychologists?I think we have less than ten speech therapists in the country

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 12: Remedial Therapist (Zim) - 12:28 When applying for accomodations at

ZIMSEC says they will want assessme... (15240:15546)

Text quotation

Created by user on 12/29/2019

When applying for accomodations at ZIMSEC says they will want assessment report from schools psychological services and not anybody else and these are the people we trained with and somebody who is in the gvt and the one who is pvt all went through the same training. Why not considering our reports as well

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 12: Remedial Therapist (Zim) - 12:29 Thus why we saying there is no interministerial relationships (15692:15753)

Text quotation

Created by user on 12/29/2019

Thus why we saying there is no inter-ministerial relationships

1 Codes:

- Challenges

D 12: Remedial Therapist (Zim) - 12:30 People are not aware of what learning disabilities are..you can see th... (802:1088)

Text quotation

Created by user on 12/31/2019

People are not aware of what learning disabilities are..you can see this through up to government level where our definition of Learning disabilities is not clear..it all under disabled persons act.. and when we look at this act, we always think about a physically disabled person first.

2 Codes:

○ Challenges / ○ Nature of LD

D 12: Remedial Therapist (Zim) - 12:34 but also there is an issue that...schools are not comfortable with it...th... (4263:4718)

Text quotation

Created by user on 12/31/2019

but also there is an issue that...schools are not comfortable with it...the teacher comes in then here I am Dr Nyoni seated in his/her classroom... The teacher will think am evaluating his/her work...so there is that comfortability ..so thus why we would want to bring in the teacher at the assessment conference so that she/he feels part of the intervention program rather than seeing us as a challenge..and understand the value of multi-disciplinary intervention

2 Codes:

○ Challenges / ○ Teachers attitudes

D 12: Remedial Therapist (Zim) - 12:36 Why there is so much resistance among teachers it's because here there... (5602:6170)

Text quotation

Created by user on 12/31/2019

Why there is so much resistance among teachers it's because here there are trained in teaching for exams and suddenly now meant to bring out the strength of the child and to do the continuous assessments and staff. They have never been trained for continuous assessment. This teacher has been teaching for exams for 20 years and today you say no..they should now focus on the strengths of the learner and the continuous assessment and so on..with loads of

paper work..but the curriculum on its own it's very...so it does accommodate learners with LDs to a certain extent.

3 Codes:

- Challenges / ○ Relevance of the curriculum on learners with LDs / ○ Teachers attitudes

D 13: Speech, Language Therapist (South Africa) - 13:5 The number of Speech

Language Therapists isn't adequate. Students are... (1045:1222)

Text quotation

Created by user on 12/30/2019

The number of Speech-language Therapists isn't adequate. Students are just too many. Just imagine, in this district, we are only two Speech-language Therapists, its hectic really

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 13: Speech, Language Therapist (South Africa) - 13:10 It does really, It does affect their academic performance. Most of the... (1940:2090)

Text quotation

Created by user on 12/30/2019

It does really, It does affect their academic performance. Most of the learners are affected by the use of second language as the medium of instruction

2 Codes:

- Challenges / ○ The impact of the use of English as MOI

D 13: Speech, Language Therapist (South Africa) - 13:11 The use of second language as the main teaching and learning language... (2200:2324)

Text quotation

Created by user on 12/30/2019

The use of second language as the main teaching and learning language does affect greatly learners with language difficulties

2 Codes:

- Challenges / ○ The impact of the use of English as MOI

D 14: Speech,Languag correctionist (Zim) - 14:8 have already mentioned is the problem with the secondary school learne... (2908:2981)

Text quotation

Created by user on 12/30/2019 have already mentioned is the problem with the secondary school learners

2 Codes:

- Challenges / ○ Learner's attitudes

D 14: Speech,Languag correctionist (Zim) - 14:9 these speech programs seem to have a problem because when it comes to... (2989:3157)

Text quotation

Created by user on 12/30/2019

these speech programs seem to have a problem because when it comes to timetabling at school level we have a problem because teachers have so many things they are doing.

2 Codes:

- Challenges / ○ Relevance of the curriculum on learners with LDs

D 14: Speech,Languag correctionist (Zim) - 14:10 You would find that the speech programs have to be done after the tea... (3158:3450)

Text quotation

Created by user on 12/30/2019

You would find that the speech programs have to be done after the teaching hours...maybe after 1pm or 2pm..And during this time most of the children will not be willing to learn...some will be going for sports and other extracurricular activities. So for you to take them back to class...honestly..

4 Codes:

○ Challenges / ○ How remedial sessions are conducted / ○ Role of DBST and SBST / ○ Strategies used to identify learners with LDs

D 14: Speech,Language correctionist (Zim) - 14:13 Well mmm we are looking at children with language disorders but the la... (4515:4840)

Text quotation

Created by user on 12/30/2019

Well mmm we are looking at children with language disorders but the language of instruction is English right ...we are already burdening a child who has a burden right...we are bringing in this foreign language which to them it's difficult yet they are struggling with their own local language...hence we have a very serious problem

2 Codes:

○ Challenges / ○ The impact of the use of English as MOI

D 14: Speech,Language correctionist (Zim) - 14:17 Right before implementation, we need to talk about mmm equipping the... (6584:7052)

Text quotation

Created by user on 12/30/2019

Right before implementation, we need to talk about mmm equipping the teachers.. we have a challenge no.1 we do not have teachers who are specially trained in Language Speech therapy anyway here in Zimbabwe ..no University that offeres speech tharaphy as a degree..angithi... so there is no one qualified in that area..so what happens here is that Zimbabwe is making use of what we call Speech Correctionist, they are doing what speech therapist are supposed to be doing.

2 Codes:

○ Challenges / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:23 The challenge is no.1 teachers do not want some extra load..because on... (9369:9614)

Text quotation

Created by user on 12/30/2019

The challenge is no.1 teachers do not want some extra load..because once you talk to a teacher about extra load that has some financial implications ..right they will ask you ..if you want me to do this what happens to my salary..does it increase

2 Codes:

- Challenges / ○ Teachers attitudes

D 14: Speech,Languag correctionist (Zim) - 14:24 so you find out that we do have some of our teachers wo are not willin... (9616:9736)

Text quotation

Created by user on 12/30/2019

so you find out that we do have some of our teachers wo are not willing because of finances ..that is the main challenge.

2 Codes:

- Challenges / ○ Teachers attitudes

D 14: Speech,Languag correctionist (Zim) - 14:25 is that we don't feel these strategies are actually national in charac... (9755:9977)

Text quotation

Created by user on 12/30/2019

is that we don't feel these strategies are actually national in character.. you find out that Mat North might be doing its own things..the other province doing its own ..right..we really need something that is standardised

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 14: Speech,Languag correctionist (Zim) - 14:26 Well I had said we do have mmm such learners in the secondary school..... (10683:11014)

Text quotation

Created by user on 12/30/2019

Well I had said we do have mmm such learners in the secondary school.. we are there to support them ..but I said most of them are not willing to take up these programs but the programs are there...I think there is some stigma that is attached to one being found in this speech program when you are in form 4 or 3... that's the problem..

2 Codes:

- Challenges / ○ LDs in secondary schools

D 14: Speech,Languag correctionist (Zim) - 14:27 There you are right because a certain crop of teachers is aware of wha... (11144:11382)

Text quotation

Created by user on 12/30/2019

There you are right because a certain crop of teachers is aware of what is happening in Special needs education.. but I must admit that we do have others who are in the dark..you talk to them about learning disabilities they know nothing .

3 Codes:

- Challenges / ○ Role of DBST and SBST / ○ Teachers attitudes

D 14: Speech,Languag correctionist (Zim) - 14:28 we have programs that are actually going into schools..and even in the... (11700:12013)

Text quotation

Created by user on 12/30/2019

we have programs that are actually going into schools..and even in the community were we tell people about these disabilities.. just recently we have some some is it three months back..we were carrying out this outreach program were we educating the community about these programs So ya its too much work hey... **4 Codes:**

- Challenges / ○ Role of DBST and SBST / ○ Role of the parents / ○ Teachers attitudes

D 14: Speech,Languag correctionist (Zim) - 14:29 I always ask my self that

..you find out there are many learners with... (12073:12742)

Text quotation

Created by user on 12/30/2019

I always ask my self that ..you find out there are many learners with language problems at primary level but very few at secondary level ...maybe its reduced by 200 % then you wonder..is it because teachers at primary schools managed those cases suc that when they reach secondary level they no longer have the problems ...we always have questions... no it cant be.. would it be that they did not proceed to secondary school then will say no ..the majority do proceed then we left with this question...,maybe there are there in secondary schools but they do not want to come out in the open because of what is happening in the their environment.. they are afraid of their peers

3 Codes:

○ Challenges / ○ Learner's attitudes / ○ Role of DBST and SBST

D 14: Speech,Languag correctionist (Zim) - 14:30 that is were we are now.. it is very imperative now for us to go back... (12746:13391)

Text quotation

Created by user on 12/30/2019

that is were we are now.. it is very imperative now for us to go back to teachers.. they have to assist us..we need to train them ...people come out the college with out any background on learning disability..someone is teaching and in is/her class they have learners with learning disabilities but they have no background or what so ever on learning disability ...they can not identify..it is now our baby as a department that we have to go and train but we have cahllenges now.. because of the economy ..finances and its impossible to train everyone..but te ministry is actually doing something to train..it might take long but we are getting there

3 Codes:

○ Challenges / ○ Role of DBST and SBST / ○ Teachers attitudes

D 14: Speech,Languag correctionist (Zim) - 14:31 right..so it is the duty of the teachers to assist these learners to b... (13449:14022)

Text quotation

Created by user on 12/30/2019

right..so it is the duty of the teachers to assist these learners to be identified ...so that we can assist them.. because when we go to a secondary school.. the school head will simple say okay..teacher so and so who is incharge can you please attend to these ladies and gentlemen ..you would realise its only one teacher.. sometimes the teacher has no background on learning disabilities. So where do we start? So the problem now as I see it our higher learning institutions must incorporate this aspect aspect of special needs in their curriculum...thus the challenge really...

3 Codes:

- Challenges / ○ Role of DBST and SBST / ○ Teachers attitudes
-

- **Formulation of the strategies used**

Created by user on 11/13/2019, **modified** by user on 11/24/2019

Comment by user

The ministry formulates the strategies. But the teacher uses her expertise to help the learners There isnt much time to help the learners..so normally do "quick fix"

8 Quotations:

D 2: Educator St Bernards - 2:7 It's the Ministry and me (2851:2874)

Text quotation

Created by user on 11/13/2019

It's the Ministry and me

1 Codes:

- Formulation of the strategies used

D 4: Educator-Amhlophe - 4:12 If you take a look at the curricular there are suggestions from differ... (4504:4727)

Text quotation

Created by user on 12/27/2019

If you take a look at the curricular there are suggestions from different books, we get some ideas and points there and we also improvise as well... just do what will suit you. So the teacher has to be very resourceful as well

1 Codes:

- Formulation of the strategies used

D 6: Educator-Kennilworth - 6:7 but you realise I don't have the time.. so we normal do what I call "q..." (2622:2699)

Text quotation

Created by user on 11/24/2019

but you realise I don't have the time.. so we normal do what I call "quick fix

1 Codes:

- Formulation of the strategies used

D 6: Educator-Kennilworth - 6:8 give them something to do ..you pick topics that will be easier for th... (2703:2899)

Text quotation

Created by user on 11/24/2019

give them something to do ..you pick topics that will be easier for them when I assess them...like a topic..my holiday maybe a bit simpler than arguing about the use of corporal punishment ...you know...

1 Codes:

- Formulation of the strategies used

D 6: Educator-Kennilworth - 6:9 so we normal do what I call "quick fix" ...give them something to do ..y... (2662:2899)

Text quotation

Created by user on 11/24/2019

so we normal do what I call “quick fix” ...give them something to do ..you pick topics that will be easier for them when I assess them...like a topic..my holiday maybe a bit simpler than arguing about the use of corporal punishment ...you know...

2 Codes:

- Formulation of the strategies used / ○ Services on offer for learners with LD

D 13: Speech, Language Therapist (South Africa) - 13:13 These were formulated by us, the practitioners, authors and other inte... (2723:2807)

Text quotation

Created by user on 12/30/2019

These were formulated by us, the practitioners, authors and other interested parties.

1 Codes:

- Formulation of the strategies used

D 14: Speech,Languag correctionist (Zim) - 14:15 Yes.. they are in local languages but these have been interpreted from... (5659:5924)

Text quotation

Created by user on 12/30/2019

Yes.. they are in local languages but these have been interpreted from English... which on its on is a weakness again because you realise that as you are interpreting, you tend to loose the intergrity of the original meaning so that is the challenge again that we have

4 Codes:

- Formulation of the strategies used / ○ Multilingualism in education / ○ Role of DBST and SBST / ○ The impact of the use of English as MOI

D 14: Speech,Languag correctionist (Zim) - 14:16 Oh it our department : learner welfare and psychological services.. (5963:6029)

Text quotation

Created by user on 12/30/2019

Oh it our department : learner welfare and psychological services..

2 Codes:

- Formulation of the strategies used / ○ Role of DBST and SBST
- **How remedial sessions are conducted**

Created by user on 11/13/2019, **modified** by user on 11/13/2019

Comment by user

Learners are taught a concept in a lesson. Then those with challenges are grouped during extra time for further assistance

16 Quotations:

D 2: Educator St Bernards - 2:8 teach learners as a class first and during the lesson will be noting l... (3134:3323)

Text quotation

Created by user on 11/13/2019

teach learners as a class first and during the lesson will be noting learners who are being left behind..after the lesson maybe afternoon,if time permits, I will group them then conduct PLAP

1 Codes:

- How remedial sessions are conducted

D 4: Educator-Amhlophe - 4:13 What I do...mostly when I get learners with

LDs, I get some cuttings o... (4803:5390)

Text quotation

Created by user on 12/27/2019

What I do...mostly when I get learners with LDs, I get some cuttings of short stories ...at form one level especially, put them on a paper.. I will put them in groups then as they read the stories, meeting new words, they must underline them then later, we will be discussing on them. Then they give me feedback on the story, what they learnt, what the story is about...group discussions actually help. Kids complement each other.. They will be assisting each other. In

small groups they open up correct each other but in a large class they feel so embarrassed to ask questions or contribute

1 Codes:

- How remedial sessions are conducted

D 5: Educator-BASA Combined - 5:10 They are no regulations to enforce such lessons (2615:2661)

Text quotation

Created by user on 11/24/2019

They are no regulations to enforce such lessons

1 Codes:

- How remedial sessions are conducted

D 6: Educator-Kennilworth - 6:10 try to give them reading material. When I have the time I try to make... (2902:3398)

Text quotation

Created by user on 11/24/2019

try to give them reading material. When I have the time I try to make them read for me. The problem is others can read but can not write ...so I try doing all those things but as for me I don't personally think there is a lot am doing ,...I think I could do better...I cant think I could do better with the circumstances am thrown into ...I think it's the way the system ..we must just be thankfull of the 80% who make it and hard luck for everybody else..i know it sounds terrible but thus the way it is

2 Codes:

- How remedial sessions are conducted / ○ Services on offer for learners with LD

D 12: Remedial Therapist (Zim) - 12:5 The first part is pre-assessment conference-will bring in parent.. Why... (2408:3018)

Text quotation

Created by user on 12/27/2019

The first part is pre-assessment conference-will bring in parent.. Why bring in parent. He/she is the key. We will be asking questions about history in the family, background remember learning difficulties are genetic.. We also look at different milestones...were these milestones achieved on time or delayed so once we have that background information. We then bring the child for familiarisation. Just for the child to be comfortable, he is already hurt, low self-esteem because of his disability and we don't want them to come on the day of assessment ...you know. They just sit here, talk a bit and get settled

1 Codes:

- How remedial sessions are conducted

D 12: Remedial Therapist (Zim) - 12:16 We have KULZWE3000, it's a word based software, scan all the books for... (8588:10372)

Text quotation

Created by user on 12/27/2019

We have KULZWE3000, it's a word based software, scan all the books for the child and it reads for them..it has about 10-15 voices then what it does, the child could simple change the voices. Maybe let's say the first three pages. Mary's voice is going to read out..then gets tired and puts john's voice. You can vary the speeds and number of words per minute..Its fun and it captures the child. Then it helps in terms of organisation, vocabulary build-up. Yes a learner with LD can actually use it. What we working on now with the youths, we are also saying all these technologies used are in English, French I think there about 4 languages, and we saying why can't we have this in local languages for the early graders..we creating employment ..But the interesting thing about the C pen is that it can be used in exams. South African education AIB am not sure. Actually allows exam cpen in the exam as an accommodation. This is an exam reader. It doesn't have dictionary it reads only...the other one is for the classroom practising and this one strictly for the exam. The pen will be reading the exam for you...and there is a complementary one called a dragon where it converts audio to texts...it's for accommodations in exams. They usually bring in somebody who will type for you... So in this case just bring in the dragon. You speak into this software...then it converts your speech in to texts..we all have those staff... That is why am saying the government cannot have these things. We have these things because 1. We have exposure. I mean 21 years out of the country....we have speech-language

therapist was trained is from Australia...I was trained in the UK...Our psychologist was trained in Britain... So the exposure is wide. So we can use those tools to assist the learners

2 Codes:

○ How remedial sessions are conducted / ○ Services on offer by Private practioners in Zimbabwe

D 12: Remedial Therapist (Zim) - 12:32 We bring in the class teacher to be part of this ..remember teachers w... (3664:4132)

Text quotation

Created by user on 12/31/2019

We bring in the class teacher to be part of this ..remember teachers will be the ones dealing with the learners mostly..so and then when it comes to intervention it depends on parent's ability to pay..we have do a pull out system were the child will visit us three or two times a week for an hour or so..ammmm...why the pull out system because we have some problems that are so expensive to treat and schools don't have the machines or resources to assist such learners.

1 Codes:

○ How remedial sessions are conducted

D 13: Speech, Language Therapist (South Africa) - 13:4 we have speech, language therapy services: we do screening for Speech... (811:975)

Text quotation

Created by user on 12/29/2019

we have speech, language therapy services: we do screening for Speech-language, provide therapy services. We also do AAC (Argumentative Alternative devices services)

2 Codes:

○ How remedial sessions are conducted / ○ Role of DBST and SBST

D 14: Speech,Languag correctionist (Zim) - 14:5 We do have what we call Speech programs. After assessing our children... (2003:2295)

Text quotation

Created by user on 12/30/2019

We do have what we call Speech programs. After assessing our children and conclude that they have Language speech disorders we then give them ..infact we move them from their regular classes... and put them in a class where a teacher uses the Speech programs..to train learners on how to speak.

2 Codes:

- How remedial sessions are conducted / ○ Strategies used to identify learners with LDs

D 14: Speech,Languag correctionist (Zim) - 14:10 You would find that the speech programs have to be done after the tea... (3158:3450)

Text quotation

Created by user on 12/30/2019

You would find that the speech programs have to be done after the teaching hours...maybe after 1pm or 2pm..And during this time most of the children will not be willing to learn...some will be going for sports and other extracurricular activities. So for you to take them back to class...honestly..

4 Codes:

- Challenges / ○ How remedial sessions are conducted / ○ Role of DBST and SBST / ○ Strategies used to identify learners with LDs

D 14: Speech,Languag correctionist (Zim) - 14:14 Right ... mmm what we normally do in our province..our province has so m... (5111:5598)

Text quotation

Created by user on 12/30/2019

Right ... mmm what we normally do in our province..our province has so many languages..we speak of Ndebele, Sixhosa, Tonga, Nambia, in fact Hwange is a boiling pot we have Ndebele, Nambia, Shona, Tonga there ..that is the problem e have.. So we ask our District Remedial tutors right to actually adapt these tools that we use to get the information from our learners.. they adapt it to the local learners ...this is what we do..so that all learners who speak different languages can benefit ...

3 Codes:

○ How remedial sessions are conducted / ○ Multilingualism in education / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:18 So because we do not have people who are specially trained.. so first... (7463:7708)

Text quotation

Created by user on 12/30/2019

So because we do not have people who are specially trained.. so first we need to train the teachers right ...they are the ones who will be dealing with the children...on how to identify these children or we go to the schools to identify the children.

3 Codes:

○ How remedial sessions are conducted / ○ Role of DBST and SBST / ○ Strategies used to identify learners with LDs

D 14: Speech,Language correctionist (Zim) - 14:19 we then develop what we call treatment plans...on how teacher is suppose... (7746:7951)

Text quotation

Created by user on 12/30/2019

we then develop what we call treatment plans...on how teacher is supposed to help the child based on an individuals' need...so basically we are developing what we call an IEP.. Individualised Educational Plan..

3 Codes:

○ How remedial sessions are conducted / ○ Role of DBST and SBST / ○ Services on offer for learners with LD

D 14: Speech,Language correctionist (Zim) - 14:20 we make use of teachers who have done special needs education .. those... (8110:8460)

Text quotation

Created by user on 12/30/2019

we make use of teachers who have done special needs education .. those who are running special classes or resource units..that is hearing impairment..or intellectual challenged learners ...so we train them first...like I said we do not have such programs in our colleges.. its only recent that UCE will be introducing a course on speech-language disorders

3 Codes:

○ How remedial sessions are conducted / ○ Identification of the learners / ○ Role of DBST and SBST

D 14: Speech,Languag correctionist (Zim) - 14:21 teacher will bring all learners with Speech-language disorders in one... (8485:8662)

Text quotation

Created by user on 12/30/2019

teacher will bring all learners with Speech-language disorders in one class.. from grade 7,6,5.. all in class...they can be 10..but ave emphasize that they can not be more than 19

2 Codes:

○ How remedial sessions are conducted / ○ Strategies used to identify learners with LDs

D 14: Speech,Languag correctionist (Zim) - 14:22 We also make use of speech training mirrors ...for example if a child ha... (8754:9249)

Text quotation

Created by user on 12/30/2019

We also make use of speech training mirrors ...for example if a child has an articulation problem rightit means something is not right within the orall curve. So they need to be aware of that so a speech training mirror..as the teacher teaches the learner on how to articulate a certain sound right ..when he says "A R" this is how we shape your tongue.. so the child is supposed to be looking at his/her own tongue form the mirror.. so this is how they implement these programs at school level.

2 Codes:

○ How remedial sessions are conducted / ○ Role of DBST and SBST

- **Identification of the learners**

Created by user on 11/13/2019, **modified** by user on 11/13/2019

Comment by user

Failure to construct sentences, Inability to spell words, Avoid reading... make themselves unavailable when its reading time

12 Quotations:

D 3: Educator-Altomont - 3:2 Failure to construct proper sentences, Inability to spell words. They... (844:1053)

Text quotation

Created by user on 11/13/2019

Failure to construct proper sentences, Inability to spell words. They can't write or construct correct sentences. When we do reading, they run away. They do not want to read. Some stummer and have no confidence

1 Codes:

- Identification of the learners

D 4: Educator-Amhlophe - 4:1 A learner who is not able to completely comprehend the English languag... (357:533)

Text quotation

Created by user on 12/27/2019

A learner who is not able to completely comprehend the English language and when you explain concepts in English they don't understand and they could not actually read and write

1 Codes:

- Identification of the learners

D 5: Educator-BASA Combined - 5:1 Learners with challenges in acquiring languages (816:863)

Text quotation

Created by user on 11/24/2019

Learners with challenges in acquiring languages

1 Codes:

- Identification of the learners

D 5: Educator-BASA Combined - 5:2 They tend to make spelling errors. When I write a word on the board th... (951:1062)

Text quotation

Created by user on 11/24/2019

They tend to make spelling errors. When I write a word on the board they can't name the word.
Just a simple word

1 Codes:

- Identification of the learners

D 6: Educator-Kennilworth - 6:2 like in English there ia a lot of writing required inform of an essay... (1445:1952)

Text quotation

Created by user on 11/24/2019

like in English there is a lot of writing required inform of an essay which is like for communicative purposes... we also have orals ..they are expected to do speeches, reading and dialogue..i just pick up something there..If someone doesn't want to give that speech and you find out that he is just quite..then I end up speaking his /her home language then he /she answers me...In writing as well, there is poor sentence construction ..spelling...all od that contribute to my understanding of a language disorder

1 Codes:

- Identification of the learners

D 12: Remedial Therapist (Zim) - 12:2 But first assess them then ahhh execution of educational plans. We als... (711:1088)

Text quotation

Created by user on 12/27/2019

But first assess them then ahhh execution of educational plans. We also look at awareness. People are not aware of what learning disabilities are..you can see this through up to government level where our definition of Learning disabilities is not clear..it all under disabled persons act.. and when we look at this act, we always think about a physically disabled person first.

1 Codes:

- Identification of the learners

D 13: Speech, Language Therapist (South Africa) - 13:1 Difficulty with expressing and understanding a spoken language (333:394)

Text quotation

Created by user on 12/29/2019

Difficulty with expressing and understanding a spoken language

2 Codes:

- Identification of the learners / ○ Nature of LD

D 13: Speech, Language Therapist (South Africa) - 13:2 We have a checklist...so we do screening and if the learner fails, we th... (456:551)

Text quotation

Created by user on 12/29/2019

We have a checklist...so we do screening and if the learner fails, we then do in-depth assessment

3 Codes:

- Identification of the learners / ○ Role of DBST and SBST / ○ Strategies used to identify learners with

LDs

D 14: Speech, Language correctionist (Zim) - 14:1 We are actually looking at children who deviate from normal developmen... (406:488)

Text quotation

Created by user on 12/30/2019

We are actually looking at children who deviate from normal development of language

2 Codes:

- Identification of the learners / ○ Nature of LD

D 14: Speech,Language correctionist (Zim) - 14:2 We do have a checklist that we use in our schools. We have people who... (939:1258)

Text quotation

Created by user on 12/30/2019

We do have a checklist that we use in our schools. We have people who man the district so they send these checklists to teachers who are qualified special needs teachers and administer these check lists.. sometimes learners are given a test..then they write ..sometimes they give spellings talk to them ...listen to them.

2 Codes:

- Identification of the learners / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:3 We also use some observation methods, like as the learner speaks..you... (1413:1599)

Text quotation

Created by user on 12/30/2019

We also use some observation methods, like as the learner speaks..you can tell that ahhh this one is a deviation from the norm. Therefore the child needs assistance.Thus how we identify..

2 Codes:

- Identification of the learners / ○ The impact of the use of English as MOI

D 14: Speech,Language correctionist (Zim) - 14:20 we make use of teachers who have done special needs education .. those... (8110:8460)

Text quotation

Created by user on 12/30/2019

we make use of teachers who have done special needs education .. those who are running special classes or resource units..that is hearing impairment..or intellectual challenged learners ...so we train them first...like I said we do not have such programs in our colleges.. its only recent that UCE will be introducing a course on speech-language disorders

3 Codes:

- How remedial sessions are conducted / ○ Identification of the learners / ○ Role of DBST and SBST

○ LDs in secondary schools

Created by user on 12/27/2019, **modified** by user on 12/30/2019

Comment by user

Those diagnosed later in the secondary school...they tend to fail their ordinary level courses
SA Learners with LDs..are refered to SLT 3 to 4 times a month

5 Quotations:

D 12: Remedial Therapist (Zim) - 12:12 They will fail...i have seen some teenagers coming...parents asking fo... (6807:7137)

Text quotation

Created by user on 12/27/2019

They will fail...i have seen some teenagers coming...parents asking for specialist help while the child is now in form 4 really. You find one client of mine had one through form 4 but the only thing she could do was to read at grade four level after assessment..that was sad..so you then want then to bring how they can be assisted

1 Codes:

- LDs in secondary schools

D 12: Remedial Therapist (Zim) - 12:20 Teachers are not trained to handle a learner with language disorder in... (12026:12121)

Text quotation

Created by user on 12/29/2019

Teachers are not trained to handle a learner with language disorder in the mainstream classroom.

2 Codes:

- Challenges / ○ LDs in secondary schools

D 13: Speech, Language Therapist (South Africa) - 13:6 Yes we do get some referrals from the mainstream...about 3 to 4 times a... (1299:1374)

Text quotation

Created by user on 12/30/2019

Yes we do get some referrals from the mainstream...about 3 to 4 times a month.

1 Codes:

- LDs in secondary schools

D 14: Speech,Language correctionist (Zim) - 14:6 Ohh well...mmm in principle we do have programs for learners at secondar... (2357:2820)

Text quotation

Created by user on 12/30/2019

Ohh well...mmm in principle we do have programs for learners at secondary school level but when we go there, we find out that the majority of our secondary school learners do not want to be identified with such programs..so ..i wouldn't say we have the functional language speech programs for them as such but in primary schools yes do ...but that doesn't mean there are no learners at secondary school who need our help..we do have them although they are very very few

2 Codes:

- LDs in secondary schools / ○ level of learners being assisted

D 14: Speech,Language correctionist (Zim) - 14:26 Well I had said we do have mmm such learners in the secondary school..... (10683:11014)

Text quotation

Created by user on 12/30/2019

Well I had said we do have mmm such learners in the secondary school.. we are there to support them ..but I said most of them are not willing to take up these programs but the programs are there...I think there is some stigma that is attached to one being found in this speech program when you are in form 4 or 3... that's the problem..

2 Codes:

- Challenges / ○ LDs in secondary schools
-

- **Learner's attitudes**

Created by user on 11/24/2019, **modified** by user on 11/24/2019

Comment by user

Learners not cooperative

to them, extra lessons are more like a punishment

9 Quotations:

D 5: Educator-BASA Combined - 5:20 Some learners are forthcoming but some actually don't come for remedia... (2534:2612)

Text quotation

Created by user on 11/24/2019

Some learners are forthcoming but some actually don't come for remedial classes

1 Codes:

- Learner's attitudes

D 5: Educator-BASA Combined - 5:24 Some learners are forthcoming but some actually don't come for remedia... (2534:2811)

Text quotation

Created by user on 12/30/2019

Some learners are forthcoming but some actually don't come for remedial classes. They are no regulations to enforce such lessons. The other thing is that, we do these remedial lessons on Wednesdays and Fridays when others are going for Sporting activities at 13.30 to 14.30 pm.

2 Codes:

- Challenges / ○ Learner's attitudes

D 6: Educator-Kennilworth - 6:3 If someone doesn't want to give that speech and you find out that he i... (1667:1748)

Text quotation

Created by user on 11/24/2019

If someone doesn't want to give that speech and you find out that he is just quite

1 Codes:

- Learner's attitudes

D 6: Educator-Kennilworth - 6:5 think thus why most of them try to hid out (2068:2110)

Text quotation

Created by user on 11/24/2019 think thus why most of them try to hid out

1 Codes:

- Learner's attitudes

D 6: Educator-Kennilworth - 6:23 Learners run away during extra lessons. It will be like am punishing t... (7848:7920)

Text quotation

Created by user on 11/24/2019

Learners run away during extra lessons. It will be like am punishing them

1 Codes:

- Learner's attitudes

D 13: Speech, Language Therapist (South Africa) - 13:3 Yea some are aware..however it depends with a learner's cognitive func... (634:718)

Text quotation

Created by user on 12/29/2019

Yea some are aware..however it depends with a learner's cognitive functioning and age

2 Codes:

- Learner's attitudes / ○ Learner's level of awareness

D 14: Speech,Language correctionist (Zim) - 14:7 majority of our secondary school learners do not want to be identified... (2484:2574)

Text quotation

Created by user on 12/30/2019

majority of our secondary school learners do not want to be identified with such programs..

1 Codes:

- Learner's attitudes

D 14: Speech,Language correctionist (Zim) - 14:8 have already mentioned is the problem with the secondary school learne... (2908:2981)

Text quotation

Created by user on 12/30/2019 have already mentioned is the problem with the secondary school learners

2 Codes:

- Challenges / ○ Learner's attitudes

D 14: Speech,Language correctionist (Zim) - 14:29 I always ask my self that ..you find out there are many learners with... (12073:12742)

Text quotation

Created by user on 12/30/2019

I always ask my self that ..you find out there are many learners with language problems at primary level but very few at secondary level ...maybe its reduced by 200 % then you wonder..is it because teachers at primary schools managed those cases suc that when they reach secondary level they no longer have the problems ...we always have questions... no it cant be.. would it be that they did not proceed to secondary school then will say no ..the majority do proceed then we left with this question..,maybe there are there in secondary schools but they do not want to come out in the open because of what is happening in the their environment.. they are afraid of their peers

3 Codes:

- Challenges / ○ Learner's attitudes / ○ Role of DBST and SBST
-

- **Learner's level of awareness**

Created by user on 11/11/2019, **modified** by user on 11/24/2019

Comment by user

Learners are aware of their challenge

Learners become so aggressive when asked to do a task

They tend to hid because our classes are too big Code-switching and mixing

8 Quotations:

D 1: Educational Psychologist (South Africa) - 1:2 yes they are...because you see the emotions ...I think ahhh if they are ol... (1740:1864)

Text quotation

Created by user on 11/11/2019

yes they are...because you see the emotions ...I think ahhh if they are older, I would ask them question.. why are you here? Why

1 Codes:

- Learner's level of awareness

D 3: Educator-Altomont - 3:3 they are aware of their disability (1120:1153)

Text quotation

Created by user on 11/13/2019

they are aware of their disability

1 Codes:

- Learner's level of awareness

D 3: Educator-Altomont - 3:15 Because of their disorder, they become so embarrassed. They become unc... (5266:5419)

Text quotation

Created by user on 11/13/2019

Because of their disorder, they become so embarrassed. They become uncontrollable, rude and not aggressive. They hid out because our classes are too big..

1 Codes:

- Learner's level of awareness

D 5: Educator-BASA Combined - 5:3 Most of them they are aware of their disorder. Thus why during lessons... (1123:1284)

Text quotation

Created by user on 11/24/2019

Most of them they are aware of their disorder. Thus why during lessons, there is a lot of code-switching and mixing as they will be trying to express their point.

1 Codes:

- Learner's level of awareness

D 6: Educator-Kennilworth - 6:4 Yes they are very much aware..i think thus why most of them try to hid... (2037:2216)

Text quotation

Created by user on 11/24/2019

Yes they are very much aware..i think thus why most of them try to hid out...not doing most of my work..not coming to school when they are supposed to do orals ..ya so they are aware

1 Codes:

- Learner's level of awareness

D 12: Remedial Therapist (Zim) - 12:18 Like I said the biggest challenge is exposure right. And awareness. On... (11277:11973)

Text quotation

Created by user on 12/27/2019

Like I said the biggest challenge is exposure right. And awareness. Once we overcome these things intervention becomes a lil bit easier coz 1. Through the level of awareness, these kids are already labelled, dull lazy whatever.. And again that system of exclusion that was there before it was not good... But inclusion is the key..it's good to have specialist with in the mainstream and support these kids. It gives acceptance. There is acceptance from other kids. They will understand okay, he has a problem with this and he is being assisted .. the child becomes a normal child ..free..so intervention becomes easier. We have acceptance from the teacher, student, and parent. Once we have that..

3 Codes:

- Challenges / ○ Learner's level of awareness / ○ Services on offer by Private practioners in Zimbabwe

D 13: Speech, Language Therapist (South Africa) - 13:3 Yea some are aware..however it depends with a learner's cognitive func... (634:718)

Text quotation

Created by user on 12/29/2019

Yea some are aware..however it depends with a learner's cognitive functioning and age

2 Codes:

- Learner's attitudes / ○ Learner's level of awareness

D 14: Speech,Languag correctionist (Zim) - 14:4 I would say the majority of our learners are aware especially from upp... (1681:1893)

Text quotation

Created by user on 12/30/2019

I would say the majority of our learners are aware especially from upper grades thus from grade 3 to grade 7 up to secondary school. But those at a lower level are not aware. But those at infant level are not aware

2 Codes:

- Learner's level of awareness / ○ level of learners being assisted
-

- **Level of learners being assisted**

Created by user on 11/12/2019, **modified** by user on 11/12/2019

Comment by user

Educ Psy assist learners from grade 4 upto grade 12.

3 Quotations:

D 1: Educational Psychologist (South Africa) - 1:3 but they reach grade 4 and still have challenges thus when I help them... (2221:2391)

Text quotation

Created by user on 11/12/2019

but they reach grade 4 and still have challenges thus when I help them...because with the little ones, the problem might be the foundation..maybe they were not taught well..

1 Codes:

- level of learners being assisted

D 14: Speech, Language correctionist (Zim) - 14:4 I would say the majority of our learners are aware especially from upp... (1681:1893)

Text quotation

Created by user on 12/30/2019

I would say the majority of our learners are aware especially from upper grades thus from grade 3 to grade 7 up to secondary school. But those at a lower level are not aware. But those at infant level are not aware

2 Codes:

- Learner's level of awareness / ○ level of learners being assisted

D 14: Speech, Language correctionist (Zim) - 14:6 Ohh well...mmm in principle we do have programs for learners at secondary... (2357:2820)

Text quotation

Created by user on 12/30/2019

Ohh well...mmm in principle we do have programs for learners at secondary school level but when we go there, we find out that the majority of our secondary school learners do not want to be identified with such programs..so ..i wouldn't say we have the functional language speech programs for them as such but in primary schools yes do ...but that doesn't mean there are no learners at secondary school who need our help..we do have them although they are very very few

2 Codes:

- LDs in secondary schools / ○ level of learners being assisted

- **Multilingualism in education**

Created by user on 11/12/2019, **modified** by user on 12/27/2019

Comment by user

Some learners can understand all languages used around them. These children are from multilingual families where by the father is Shona and mother Zulu for instance...while the community around speaks Pedi and use English as the medium of instruction at school.....but this can be very difficult for learners with Language disorders

English is the medium of instruction...however...there is code-switching and mixing with local languages for learners to understand some concepts

10 Quotations:

252

D 1: Educational Psychologist (South Africa) - 1:6 It's the use of multiple languages and some people can cope with that.... (3466:3872)

Text quotation

Created by user on 11/12/2019

It's the use of multiple languages and some people can cope with that.. For example in Sout Africa, you would realise that the mother is a shona and the father a Zulu..while learning English at school..and around our community we will be speaking Tsonga or Pedi...they do understand all languages..they can understand each other..they can communicate..but those with language disorder...they find it very hard..

1 Codes:

- Multilingualism in education

D 4: Educator-Amhlophe - 4:7 use Ndebele and Shona... but the main one is English. But when it come... (2167:2321)

Text quotation

Created by user on 12/27/2019

use Ndebele and Shona... but the main one is English. But when it comes to emphasizing some points especially with my slow learners, I use local languages

1 Codes:

- Multilingualism in education

D 4: Educator-Amhlophe - 4:8 So I realised that when I use English through and through, those with... (2685:2781)

Text quotation

Created by user on 12/27/2019

So I realised that when I use English through and through, those with Disorders are disadvantaged

2 Codes:

○ Challenges / ○ Multilingualism in education

D 4: Educator-Amhlophe - 4:9 The main problem facing our learners is English being the medium of in... (2900:3371)

Text quotation

Created by user on 12/27/2019

The main problem facing our learners is English being the medium of instruction because during our time, we will be forced to speak in English in the school facility and even at home but now us no longer forcing the learners to use English. So English is tough in our communities and thus affecting the learners... because if you address them in English..they are just blank... I don't know maybe it starts from primary I don't know or whether it stems from home..i don't know

2 Codes:

○ Challenges / ○ Multilingualism in education

D 4: Educator-Amhlophe - 4:10 In a multilingual education, all languages have the same weighting. If... (3422:3997)

Text quotation

Created by user on 12/27/2019

In a multilingual education, all languages have the same weighting. If the learner is good in Ndebele..its fair and fine...or even Shona... Let not make English "the" language. Because thus what we having right now. English is the superior language,it shouldn't be like that. Even a Maths examination can be written in Ndebele but now even if you teach a certain concept, you explain it even in local language..come exam they fail not because they don't know the concept but because they don't understand the language ..so I don't know maybe if the exams can be in local languages **2 Codes:**

○ Multilingualism in education / ○ Strategies to be used

D 12: Remedial Therapist (Zim) - 12:11 The set up that the government has come up with is to allow indigenous... (6390:6719)

Text quotation

Created by user on 12/27/2019

The set up that the government has come up with is to allow indigenous languages to be used as mediums of instruction especially at early grades. That is key. This is a language that a child is “comfortable” in using....so it is a bridge from home to school environment ...to the textbooks. But it is key for early grades in that.

1 Codes:

- Multilingualism in education

D 13: Speech, Language Therapist (South Africa) - 13:9 It's the use of more than one language within the education system (1793:1858)

Text quotation

Created by user on 12/30/2019

It's the use of more than one language within the education system

1 Codes:

- Multilingualism in education

D 14: Speech, Language correctionist (Zim) - 14:12 believe that we mean the use of many languages within the school set u... (4362:4433)

Text quotation

Created by user on 12/30/2019 believe that we mean the use of many languages within the school set up

1 Codes:

- Multilingualism in education

D 14: Speech, Language correctionist (Zim) - 14:14 Right ... mmm what we normally do in our province..our province has so m... (5111:5598)

Text quotation

Created by user on 12/30/2019

Right ... mmm what we normally do in our province..our province has so many languages..we speak of Ndebele, Sixhosa, Tonga, Nambia, in fact Hwange is a boiling pot we have Ndebele, Nambia, Shona, Tonga there ..that is the problem e have.. So we ask our District Remedial tutors right to actually adapt these tools that we use to get the information from our learners.. they adapt it to the local learners ...this is what we do..so that all learners who speak different languages can benefit ...

3 Codes:

○ How remedial sessions are conducted / ○ Multilingualism in education / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:15 Yes.. they are in local languages but these have been interpreted from... (5659:5924)

Text quotation

Created by user on 12/30/2019

Yes.. they are in local languages but these have been interpreted from English... which on its on is a weakness again because you realise that as you are interpreting, you tend to loose the intergrity of the original meaning so that is the challenge again that we have

4 Codes:

○ Formulation of the strategies used / ○ Multilingualism in education / ○ Role of DBST and SBST / ○ The impact of the use of English as MOI

○ **Nature of LD**

Created by user on 11/13/2019, **modified** by user on 11/13/2019

Comment by user

| LDs can be easily missed.

Failure to comprehend passages or constructing a sentence

9 Quotations:

D 1: Educational Psychologist (South Africa) - 1:15 ya language disorders can be easily missed..the child can go through t... (8553:8788)

Text quotation

Created by user on 11/13/2019

ya language disorders can be easily missed..the child can go through the system haven't not being diagnosed...schools..i mean the department of education has accomodations, such learners, if diagnosed early, they are given accommodations

1 Codes:

- o Nature of LD

D 1: Educational Psychologist (South Africa) - 1:19 think its about cognitive functioning..anything that involves poor com... (514:701)

Text quotation

Created by user on 11/13/2019

think its about cognitive functioning..anything that involves poor communication irrespective of intelligence of a learner..like in schools we have learners who can not read, not because

1 Codes:

- o Nature of LD

D 2: Educator St Bernards - 2:1 A learner with LD is one who cannot comprehend a passage. The one who... (810:937)

Text quotation

Created by user on 11/13/2019

A learner with LD is one who cannot comprehend a passage. The one who cannot construct a sentence or having challenges to spell

1 Codes:

- o Nature of LD

D 3: Educator-Altomont - 3:1 Problems in understanding or using a certain language (744:796)

Text quotation

Created by user on 11/13/2019

Problems in understanding or using a certain language

1 Codes:

○ Nature of LD

D 6: Educator-Kennilworth - 6:1 fail to communicate in a certain language

..they are not proficient in... (982:1153)

Text quotation

Created by user on 11/24/2019

fail to communicate in a certain language ..they are not proficient in that language. Like you see here in South Africa we use English ...that becomes a barrier in learning.

1 Codes:

○ Nature of LD

D 12: Remedial Therapist (Zim) - 12:1 basically challenges in communication, challenges in language acquisit... (388:492)

Text quotation

Created by user on 12/27/2019

basically challenges in communication, challenges in language acquisition, expression. It's quite broad..

1 Codes:

○ Nature of LD

D 12: Remedial Therapist (Zim) - 12:30 People are not aware of what learning disabilities are..you can see th... (802:1088)

Text quotation

Created by user on 12/31/2019

People are not aware of what learning disabilities are..you can see this through up to government level where our definition of Learning disabilities is not clear..it all under disabled persons act.. and when we look at this act, we always think about a physically disabled person first.

2 Codes:

- Challenges / ○ Nature of LD

D 13: Speech, Language Therapist (South Africa) - 13:1 Difficulty with expressing and understanding a spoken language (333:394)

Text quotation

Created by user on 12/29/2019

Difficulty with expressing and understanding a spoken language

2 Codes:

- Identification of the learners / ○ Nature of LD

D 14: Speech,Language correctionist (Zim) - 14:1 We are actually looking at children who deviate from normal developmen... (406:488)

Text quotation

Created by user on 12/30/2019

We are actually looking at children who deviate from normal development of language

2 Codes:

- Identification of the learners / ○ Nature of LD

-
- **Recomendation**

Created by user on 12/27/2019, **modified** by user on 12/29/2019

Comment by user

Lets go back to the education system used during the colonial era.... the system would accomodate everyone. Not everyone is academically gifted. This one size fits all system is not working...we have many learners who are not benefiting from this system

Assistive technologies are expensive ... so schools / gvt should seek for donations from the corporate world.

Teacher training curriculum must be revised..

Most schools are close to each other...if only they could team up and establish a full equipped resource unit for learners with Learning Disabilities...they can share the costs..and also ask for donors

13 Quotations:

D 3: Educator-Altomont - 3:18 Schools must have 2 to 3 remedial teachers who are trained to help suc... (6336:6415)

Text quotation

Created by user on 11/13/2019

Schools must have 2 to 3 remedial teachers who are trained to help such learners

2 Codes:

o Recomendation / o Strategies to be used

D 3: Educator-Altomont - 3:23 After grade 10, their learning must be directed to technical subjects... (6418:6555)

Text quotation

Created by user on 12/30/2019

After grade 10, their learning must be directed to technical subjects ...just to have those vocational skills so that they can make a living

1 Codes:

o Recomendation

D 4: Educator-Amhlophe - 4:20 You know we condoned colonial rule education but I think it was the be... (8495:9688)

Text quotation

Created by user on 12/27/2019

You know we condoned colonial rule education but I think it was the best. There were so many stop gate measures... We had ZJC, write exams, when you don't pass, you won't proceed to form 3. So you have to train something else...form 4 you will be screened again... my point is not everyone is academically gifted. Not everyone can pass form four...so those who passed form four will go for Advanced levels. There were three divisions... D 1 would proceed to Advanced level...then second division you can go for teaching training at teacher's colleges or nursing. You see...Division three – for other hands on jobs.... There was a strict selection.. You will be told where to go exactly. They would go train at Mpilo Hospital and others at UCE or Hillside teachers college. I remember I went to Mpompoma high school . So we might say education during colonial rule was discriminative but no...those who were academically gifted would just finish grade 7 then go work in industries...so the system was just so organised.Thre was something for everyone. Unlike now, ordinary level is the only stop gate measure and not all of them make it to A level and universities. So most learners with LDs are jobless out there..

1 Codes:

- Recommendation

D 6: Educator-Kennilworth - 6:41 I also feel if they are gonna train teachers then it shouldn't be dur... (10098:10322)

Text quotation

Created by user on 12/30/2019

I also feel if they are gonna train teachers then it shouldn't be during odd times like 4pm to 6pm so they have to do it while still student teachers .at the university there..and I gues ya thus something I would like to say

1 Codes:

- Recommendation

D 12: Remedial Therapist (Zim) - 12:15 Ya on that that is why here we have

PPC (Cement company), thus another... (7962:8481)

Text quotation

Created by user on 12/27/2019

Ya on that that is why here we have PPC (Cement company), thus another drive..these are the corporates you need to go to..they have the money. Then we go to PPC and ask for money for fees for some children who are disadvantaged but the impact is on a smaller scale.. But if you buy a c pen for the school..that c pen is there for years...every learner can benefit. These corporates can be able to buy these things for the school...yes they are expensive but imagine if the school has ten of thiese..it will greatly assist

2 Codes:

○ Challenges / ○ Recomendation

D 12: Remedial Therapist (Zim) - 12:19 We need to revise the teacher training curriculum (11975:12023)

Text quotation

Created by user on 12/29/2019

We need to revise the teacher training curriculum

1 Codes:

○ Recomendation

D 12: Remedial Therapist (Zim) - 12:21 A teacher must atleast appreciate or have an idea how how assist such... (12250:12448)

Text quotation

Created by user on 12/29/2019

A teacher must atleast appreciate or have an idea how how assist such learners..These teachers must be conversant in what these issues are .So the training curriculum should have all these components

1 Codes:

○ Recomendation

D 12: Remedial Therapist (Zim) - 12:23 by these schools club together..eg

Mzilikazi township..we mzilikazi pr... (12939:13196)

Text quotation

Created by user on 12/29/2019

by these schools club together..eg Mzilikazi township..we mzilikazi pry, secondary, sobukhazi,lobhengula and lotshe.. each of these schools if there were to pay in 5000 right we have 25000...the 5 schools will be equipped with a very big resource centre..right

1 Codes:

- Recommendation

D 12: Remedial Therapist (Zim) - 12:33 But ideally we would want to do what we call the school support. Where... (4133:4262)

Text quotation

Created by user on 12/31/2019

But ideally we would want to do what we call the school support. Whereby we go to the school, support the child in the class room

1 Codes:

- Recommendation

D 12: Remedial Therapist (Zim) - 12:38 Through the level of awareness, these kids are already labelled, dull... (11420:11683)

Text quotation

Created by user on 12/31/2019

Through the level of awareness, these kids are already labelled, dull lazy whatever.. And again that system of exclusion that was there before it was not good... But inclusion is the key..it's good to have specialist with in the mainstream and support these kids.

1 Codes:

- Recommendation

D 12: Remedial Therapist (Zim) - 12:40 One of the main challenge becomes the finance..all the equipment is qu... (12511:12968)

Text quotation

Created by user on 12/31/2019

One of the main challenge becomes the finance..all the equipment is quite expensive.. for instant the KZWEL3000 ..you need a licence.. for one computer we looking at 2325000 rands just for one year's licence but it's a tool that is extremely good.. that I can say for me each school should have..still on that..we need resource centres within the school..cause these technologies are expensive but if we have a situation where by these schools club together

1 Codes:

- Recommendation

D 13: Speech, Language Therapist (South Africa) - 13:12 We need more referrals... we need to work with teachersparents and... (2390:2684)

Text quotation

Created by user on 12/30/2019

We need more referrals... we need to work with teachersparents and teachers must encourage learners under therapy to attend their sessions

We also have Language stimulation services, were by we introduce vocabulary to a learner as well as enriching a learner's vocabulary

We also have the AAC

1 Codes:

- Recommendation

D 14: Speech,Language correctionist (Zim) - 14:32 So the problem now as I see it our higher learning institutions must i... (13860:13995)

Text quotation

Created by user on 12/30/2019

So the problem now as I see it our higher learning institutions must incorporate this aspect of special needs in their curriculum

1 Codes:

- Recommendation
- **Relevance of the curriculum on learners with LDs**

Created by user on 11/12/2019, **modified** by user on 12/27/2019

Comment by user

The curriculum does not cater for the needs of such learners. There is too much focus on the print. children are all expected to read and write. Learners with LDs need technical vocational subjects

The curriculum tends to neglect learners with LD. There is no time to help those lagging behind and there are no resources. Also the teacher-pupil ratio is making it difficult to identify and assist such learners.

Subjects like Creative Arts do accommodate such learners

the Curriculum only caters for the middle to average performers..it doesn't cater for learners with LD

In Zim, the new curriculum does accommodate LDs however, there is much resistance from teachers... teachers have been trained to teach for exams..not to be able to identify learners' strength ..so this continuous assessment thing is such a nightmare to teachers...there is too much paperwork and they are not used to it

10 Quotations:

D 1: Educational Psychologist (South Africa) - 1:5 what extent does the curriculum offered accommodate learners with Lang... (3029:3383)

Text quotation

Created by user on 11/12/2019

what extent does the curriculum offered accommodate learners with Language Disorders?

A: I don't think it does..they still focus on the print..until we move away from the print. If we still expect all children to read and write we cannot accommodate children with such disabilities... these children neh often compensate with non-verbal vocational subjects.

1 Codes:

- Relevance of the curriculum on learners with LDs

D 2: Educator St Bernards - 2:4 the curriculum neglects learners with LDs.

(1565:1606)

Text quotation

Created by user on 11/13/2019 the curriculum neglects learners with LDs.

1 Codes:

- Relevance of the curriculum on learners with LDs

D 4: Educator-Amhlophe - 4:6 Sort of because it gives them time errrhh to practise because we give... (1912:2082)

Text quotation

Created by user on 12/27/2019

Sort of because it gives them time errrhh to practise because we give them practical work like go interview someone, which will give the learner an opportunity to practice

1 Codes:

- Relevance of the curriculum on learners with LDs

D 5: Educator-BASA Combined - 5:13 there are some subjects like Creative

Arts, this is for non-academic l... (3448:3545)

Text quotation

Created by user on 11/24/2019

there are some subjects like Creative Arts, this is for non-academic learners like those with LDs.

1 Codes:

- Relevance of the curriculum on learners with LDs

D 6: Educator-Kennilworth - 6:14 It doesn't. You know the way it is designed

...you know I have had a con... (4732:5036)

Text quotation

Created by user on 11/24/2019

It doesn't. You know the way it is designed ...you know I have had a conversation about the curriculum recently with a friend...we looking at a type of person the curriculum is for and it doesnot cater for learners with difficulties ..it caters for middle to average ..i mean to above intelligent...it does not **1 Codes:**

- Relevance of the curriculum on learners with LDs

D 12: Remedial Therapist (Zim) - 12:10 Yes it does really...but the difficulty was that the foot soldiers which... (5513:6170)

Text quotation

Created by user on 12/27/2019

Yes it does really...but the difficulty was that the foot soldiers which are the teachers. Why there is so much resistance among teachers it's because here there are trained in teaching for exams and suddenly now meant to bring out the strength of the child and to do the continuous assessments and staff. They have never been trained for continuous assessment. This teacher has been teaching for exams for 20 years and today you say no..they should now focus on the strengths of the learner and the continuous assessment and so on..with loads of paper work..but the curriculum on its own it's very...so it does accommodate learners with LDs to a certain extent.

1 Codes:

- Relevance of the curriculum on learners with LDs

D 12: Remedial Therapist (Zim) - 12:36 Why there is so much resistance among teachers it's because here there... (5602:6170)

Text quotation

Created by user on 12/31/2019

Why there is so much resistance among teachers it's because here there are trained in teaching for exams and suddenly now meant to bring out the strength of the child and to do the continuous assessments and staff. They have never been trained for continuous assessment. This teacher has been teaching for exams for 20 years and today you say no..they should now focus on the strengths of the learner and the continuous assessment and so on..with loads of paper work..but the curriculum on its own it's very...so it does accommodate learners with LDs to a certain extent.

3 Codes:

- Challenges /
- Relevance of the curriculum on learners with LDs /
- Teachers attitudes

D 13: Speech, Language Therapist (South Africa) - 13:8 Yes the curriculum does accommodate them...is it they are referred to us... (1539:1631)

Text quotation

Created by user on 12/30/2019

Yes the curriculum does accommodate them...is it they are referred to us in case there is a need

1 Codes:

- Relevance of the curriculum on learners with LDs

D 14: Speech,Language correctionist (Zim) - 14:9 these speech programs seem to have a problem because when it comes to... (2989:3157)

Text quotation

Created by user on 12/30/2019

these speech programs seem to have a problem because when it comes to timetabling at school level we have a problem because teachers have so many things they are doing.

2 Codes:

- Challenges /
- Relevance of the curriculum on learners with LDs

D 14: Speech,Language correctionist (Zim) - 14:11 OH yes it does..because the new curriculum says all learners should be... (3548:4193)

Text quotation

Created by user on 12/30/2019

OH yes it does..because the new curriculum says all learners should be given equal opportunities when it comes to education..so it does accommodate them...well learners with Disabilities are supposed to be given first preference...well...once a school discovers that there is a learner with Language speech disorders among other disordaeer..they are supposed to report with immediate effect...in fact they are given 24 hrs within which they are supposed to have sent a message to the district offices that we suspect we have a learnerwith language disorder or hearing impairment or any other type of learning disability..the district is supposed to react

2 Codes:

- Relevance of the curriculum on learners with LDs / ○ Role of DBST and SBST

- **Role of DBST and SBST**

Created by user on 11/13/2019, **modified** by user on 12/30/2019

Comment by user

They do help sometimes but they take time to respond. Also the DBST can not help the learner if the learner is over 18. Of which we do have such learners

The SBST conduct some tests to these learners. When there is a need, they apply for accomodations from the learner and are refered to the DBST

However, parents must give consent, if they dont ..as some do..there is nothing to be done
Speech therapist not part of the DBST..

There are no SBST in Zimbabwean secondary schools

Bulawayo Metropolitan province doesnt have a speech therapist Get referrals mostly from primary level

38 Quotations:

D 3: Educator-Altomont - 3:12 The DSBST does help to a certain extent but it takes time. Sometimes a... (4528:4669)

Text quotation

269

Created by user on 11/13/2019

The DSBST does help to a certain extent but it takes time. Sometimes a learner will be over 18, so nothing can be done to over aged learners.

1 Codes:

- Role of DBST and SBST

D 3: Educator-Altomont - 3:13 Such learners are referred to the DSBST.

Accommodations are applied fo... (5006:5147)

Text quotation

Created by user on 11/13/2019

Such learners are referred to the DSBST. Accommodations are applied for, but if the parents doesn't give consent, there is nothing we can do..

1 Codes:

- Role of DBST and SBST

D 4: Educator-Amhlophe - 4:15 we had some of the psychological services coming at the Pumula hall... I... (6001:6283)

Text quotation

Created by user on 12/27/2019

we had some of the psychological services coming at the Pumula hall... I didn't really like what they did.. the parents we have in our area are not enlightened to these services because when you start telling them your child has a disorder or is a slow learner, you will be upsetting him

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 4: Educator-Amhlophe - 4:16 Psychologists don't come to the schools. And then when you refer the c... (6286:6569)

Text quotation

Created by user on 12/27/2019

Psychologists don't come to the schools. And then when you refer the child to them..they will say tell a parent to come to office what... and the parent can't even afford to go there...They should come to the schools they don't come to the schools...while they want children to come to them

1 Codes:

- Role of DBST and SBST

D 4: Educator-Amhlophe - 4:18 we don't have enough Educ Psychologists because a lot needs to be done... (7686:7807)

Text quotation

Created by user on 12/27/2019

we don't have enough Educ Psychologists because a lot needs to be done... I don't know.. are they free? They are always busy

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 4: Educator-Amhlophe - 4:19 They come to Pumula Hall to assist all learners with such problems in... (7809:8436)

Text quotation

Created by user on 12/27/2019

They come to Pumula Hall to assist all learners with such problems in our districts; Pumula high, St Bernards, Amhlophe all even the parents... Learners with psycho-social problems, with disabilities, jairos jiri all in one hall...those with Physical or learning disabilities all in one hall..Only to be referred to someone else... but us as teachers and parents will be thinking that our learners will get help but they are just referred to someone else. Parents will tell you we have been through those places before...I have been told that my child has A B C and D but I cannot go to such places...I don't have the money what can I do?

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 5: Educator-BASA Combined - 5:7 In some cases, we refer learners to the

District Support Based Team (D... (1908:2295)

Text quotation

Created by user on 11/24/2019

In some cases, we refer learners to the District Support Based Team (DSBT), some learners have serious cases, so we refer them to the District. The District then will recommend that a child must attend a special school. However, there are very few special schools here in South Africa, such learners are put in a waiting list ...they wait for about two to three years... the gap is too much..

1 Codes:

- Role of DBST and SBST

D 5: Educator-BASA Combined - 5:11 We also have School-Based Support Team (SBST). They assist such learne... (2987:3222)

Text quotation

Created by user on 11/24/2019

We also have School-Based Support Team (SBST). They assist such learners but the problem is they are not qualified special education teachers, they are just qualified in their subject area...but they do attend some workshops and trainings

1 Codes:

- Role of DBST and SBST

D 5: Educator-BASA Combined - 5:12 They are also full time educators with their work loads, so they are o... (3226:3337)

Text quotation

Created by user on 11/24/2019

They are also full time educators with their work loads, so they are over whelmed really. They are not managing.

2 Codes:

○ Challenges / ○ Role of DBST and SBST

D 5: Educator-BASA Combined - 5:25 We also have School-Based Support

Team (SBST). They assist such learne... (2987:3224)

Text quotation

Created by user on 12/30/2019

We also have School-Based Support Team (SBST). They assist such learners but the problem is they are not qualified special education teachers, they are just qualified in their subject area...but they do attend some workshops and trainings.

2 Codes:

○ Challenges / ○ Role of DBST and SBST

D 6: Educator-Kennilworth - 6:24 laughs...we can actually we should ..angithi within a school we have som... (7995:8548)

Text quotation

Created by user on 11/24/2019

laughs...we can actually we should ..angithi within a school we have something called SBST right.. neh....and then we have DBST.. so they help in so many cases like social problems and learning difficulties and all that ...we should in any event have access to a psychologist or psychiatrist etc but then I will tell you because I used to work in the district ...the whole district has about 5 psychologists...a district with 250 schoolsso how are they supposed to cater for all learners... I don't know I have never been to America or something like that but I ...

1 Codes:

○ Role of DBST and SBST

D 6: Educator-Kennilworth - 6:26 I have actually have never met a speech therapistsin Jhb central. You... (8599:8941)

Text quotation

Created by user on 11/24/2019

I have actually have never met a speech therapistsin Jhb central. You know we supposed to have different types of schools like mainstream like ours, then a full service school they have all services then a special school. I have never hey..i could be wrong. I have seen one at the department of education. I have never thought about it anyway.

1 Codes:

- Role of DBST and SBST

D 12: Remedial Therapist (Zim) - 12:6 The first part is pre-assessment conference-will bring in parent.. Why... (2408:2804)

Text quotation

Created by user on 12/27/2019

The first part is pre-assessment conference-will bring in parent.. Why bring in parent. He/she is the key. We will be asking questions about history in the family, background remember learning difficulties are genetic.. We also look at different milestones...were these milestones achieved on time or delayed so once we have that background information. We then bring the child for familiarisation.

2 Codes:

- Role of DBST and SBST / ○ Role of the parents

D 12: Remedial Therapist (Zim) - 12:24 unlike now where educational psychologists is serving more than 200 sc... (13953:14214)

Text quotation

Created by user on 12/29/2019

unlike now where educational psychologists is serving more than 200 schools..they are so busy..they see the child once a year..and a totally waste of time..we see our clients twice a week..and it's a process..but imagine once a year really..we wasting our time..

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 12: Remedial Therapist (Zim) - 12:25 Bulawayo Province for example doesn't have a Speech therapist at the m... (14216:14290)

Text quotation

Created by user on 12/29/2019

Bulawayo Province for example doesn't have a Speech therapist at the moment

2 Codes:

○ Challenges / ○ Role of DBST and SBST

D 12: Remedial Therapist (Zim) - 12:27 Government on its on is disoroganised,

When you look at inteministrial... (14452:14806)

Text quotation

Created by user on 12/29/2019

Government on its on is disoroganised, When you look at inteministrial relationships what I heard am not sure is that the Min of Health trains speech lang therapists and occupational therapist and pyschologists..now coming into education..why do we have shortages of educational psychologists?I think we have less than ten speech therapists in the country

2 Codes:

○ Challenges / ○ Role of DBST and SBST

D 12: Remedial Therapist (Zim) - 12:28 When applying for accomodations at

ZIMSEC says they will want assessme... (15240:15546)

Text quotation

Created by user on 12/29/2019

When applying for accomodations at ZIMSEC says they will want assessment report from schools psychological services and not anybody else and these are the people we trained with and somebody who is in the gvt and the one who is pvt all went through the same training. Why not considering our reports as well

2 Codes:

○ Challenges / ○ Role of DBST and SBST

D 13: Speech, Language Therapist (South Africa) - 13:2 We have a checklist...so we do screening and if the learner fails, we th... (456:551)

Text quotation

Created by user on 12/29/2019

We have a checklist...so we do screening and if the learner fails, we then do in-depth assessment

3 Codes:

○ Identification of the learners / ○ Role of DBST and SBST / ○ Strategies used to identify learners with

LDs

D 13: Speech, Language Therapist (South Africa) - 13:4 we have speech, language therapy services: we do screening for Speech... (811:975)

Text quotation

Created by user on 12/29/2019

we have speech, language therapy services: we do screening for Speech-language, provide therapy services. We also do AAC (Argumentative Alternative devices services)

2 Codes:

○ How remedial sessions are conducted / ○ Role of DBST and SBST

D 13: Speech, Language Therapist (South Africa) - 13:5 The number of Speech

Language Therapists isn't adequate. Students are... (1045:1222)

Text quotation

Created by user on 12/30/2019

The number of Speech-language Therapists isn't adequate. Students are just too many. Just imagine, in this district, we are only two Speech-language Therapists, its hectic really

2 Codes:

○ Challenges / ○ Role of DBST and SBST

D 13: Speech, Language Therapist (South Africa) - 13:7 Mostly at primary level

(1419:1442)

Text quotation

Created by user on 12/30/2019

Mostly at primary level **1 Codes:**

- Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:2 We do have a checklist that we use in our schools. We have people who... (939:1258)

Text quotation

Created by user on 12/30/2019

We do have a checklist that we use in our schools. We have people who man the district so they send these checklists to teachers who are qualified special needs teachers and administer these check lists.. sometimes learners are given a test..then they write ..sometimes they give spellings talk to them ...listen to them.

2 Codes:

- Identification of the learners / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:10 You would find that the speech programs have to be done after the tea... (3158:3450)

Text quotation

Created by user on 12/30/2019

You would find that the speech programs have to be done after the teaching hours...maybe after 1pm or 2pm..And during this time most of the children will not be willing to learn...some will be going for sports and other extracurricular activities. So for you to take them back to class...honestly..

4 Codes:

- Challenges / ○ How remedial sessions are conducted / ○ Role of DBST and SBST / ○ Strategies used to identify learners with LDs

D 14: Speech,Language correctionist (Zim) - 14:11 OH yes it does..because the new curriculum says all learners should be... (3548:4193)

Text quotation

Created by user on 12/30/2019

OH yes it does..because the new curriculum says all learners should be given equal opportunities when it comes to education..so it does accommodate them...well learners with Disabilities are supposed to be given first preference...well...once a school discovers that there is a learner with Language speech disorders among other disordaeer..they are supposed to report with immediate effect...in fact they are given 24 hrs within which they are supposed to have sent a message to the district offices that we suspect we have a learnerwith language disorder or hearing impairment or any other type of learning disability..the district is supposed to react

2 Codes:

- Relevance of the curriculum on learners with LDs / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:14 Right ... mmm what we normally do in our province..our province has so m... (5111:5598)

Text quotation

Created by user on 12/30/2019

Right ... mmm what we normally do in our province..our province has so many languages..we speak of Ndebele, Sixhosa, Tonga, Nambia, in fact Hwange is a boiling pot we have Ndebele, Nambia, Shona, Tonga there ..that is the problem e have.. So we ask our District Remedial tutors right to actually adapt these tools that we use to get the information from our learners.. they adapt it to the local learners ...this is what we do..so that all learners who speak different languages can benefit ...

3 Codes:

- How remedial sessions are conducted / ○ Multilingualism in education / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:15 Yes.. they are in local languages but these have been interpreted from... (5659:5924)

Text quotation

Created by user on 12/30/2019

Yes.. they are in local languages but these have been interpreted from English... which on its on is a weakness again because you realise that as you are interpreting, you tend to loose the intergrity of the original meaning so that is the challenge again that we have

4 Codes:

○ Formulation of the strategies used / ○ Multilingualism in education / ○ Role of DBST and SBST / ○ The impact of the use of English as MOI

D 14: Speech,Language correctionist (Zim) - 14:16 Oh it our department : learner welfare and psychological services.. (5963:6029)

Text quotation

Created by user on 12/30/2019

Oh it our department : learner welfare and psychological services..

2 Codes:

○ Formulation of the strategies used / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:17 Right before implementation, we need to talk about mmm equipping the... (6584:7052)

Text quotation

Created by user on 12/30/2019

Right before implementation, we need to talk about mmm equipping the teachers.. we have a challenge no.1 we do not have teachers who are specially trained in Language Speech therapy anyway here in Zimbabwe ..no University that offeres speech theraphy as a degree..angithi... so there is no one qualified in that area..so what happens here is that Zimbabwe is making use of what we call Speech Correctionist, they are doing what speech therapist are supposed to be doing.

2 Codes:

○ Challenges / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:18 So because we do not have people who are specially trained.. so first... (7463:7708)

Text quotation

Created by user on 12/30/2019

So because we do not have people who are specially trained.. so first we need to train the teachers right ...they are the ones who will be dealing with the children...on how to identify these children or we go to the schools to identify the children.

3 Codes:

○ How remedial sessions are conducted / ○ Role of DBST and SBST / ○ Strategies used to identify learners with LDs

D 14: Speech,Language correctionist (Zim) - 14:19 we then develop what we call treatment plans...on how teacher is suppose... (7746:7951)

Text quotation

Created by user on 12/30/2019

we then develop what we call treatment plans...on how teacher is supposed to help the child based on an individuals' need...so basically we are developing what we call an IEP.. Individualised Educational Plan..

3 Codes:

○ How remedial sessions are conducted / ○ Role of DBST and SBST / ○ Services on offer for learners with LD

D 14: Speech,Language correctionist (Zim) - 14:20 we make use of teachers who have done special needs education .. those... (8110:8460)

Text quotation

Created by user on 12/30/2019

we make use of teachers who have done special needs education .. those who are running special classes or resource units..that is hearing impairment..or intellectual challenged learners ...so we train them first...like I said we do not have such programs in our colleges.. its only recent that UCE will be introducing a course on speech-language disorders

3 Codes:

- How remedial sessions are conducted / ○ Identification of the learners / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:22 We also make use of speech training mirrors ...for example if a child ha... (8754:9249)

Text quotation

Created by user on 12/30/2019

We also make use of speech training mirrors ...for example if a child has an articulation problem rightit means something is not right within the orall curve. So they need to be aware of that so a speech training mirror..as the teacher teaches the learner on how to articulate a certain sound right ..when he says "A R" this is how we shape your tongue.. so the child is supposed to be looking at his/her own tongue form the mirror.. so this is how they implement these programs at school level.

2 Codes:

- How remedial sessions are conducted / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:25 is that we don't feel these strategies are actually national in charac... (9755:9977)

Text quotation

Created by user on 12/30/2019

is that we don't feel these strategies are actually national in character.. you find out that Mat North might be doing its own things..the other province doing its own ..right..we really need something that is standardised

2 Codes:

- Challenges / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:27 There you are right because a certain crop of teachers is aware of wha... (11144:11382)

Text quotation

Created by user on 12/30/2019

There you are right because a certain crop of teachers is aware of what is happening in Special needs education.. but I must admit that we do have others who are in the dark..you talk to them about learning disabilities they know nothing .

3 Codes:

○ Challenges / ○ Role of DBST and SBST / ○ Teachers attitudes

D 14: Speech,Language correctionist (Zim) - 14:28 we have programs that are actually going into schools..and even in the... (11700:12013)

Text quotation

Created by user on 12/30/2019

we have programs that are actually going into schools..and even in the community were we tell people about these disabilities.. just recently we have some some is it three months back..we were carrying out this outreach program were we educating the community about these programs So ya its too much work heyy... **4 Codes:**

○ Challenges / ○ Role of DBST and SBST / ○ Role of the parents / ○ Teachers attitudes

D 14: Speech,Language correctionist (Zim) - 14:29 I always ask my self that

..you find out there are many learners with... (12073:12742)

Text quotation

Created by user on 12/30/2019

I always ask my self that ..you find out there are many learners with language problems at primary level but very few at secondary level ...maybe its reduced by 200 % then you wonder..is it because teachers at primary schools managed those cases suc that when they reach secondary level they no longer have the problems ...we always have questions... no it cant be.. would it be that they did not proceed to secondary school then will say no ..the majority do proceed then we left with this question..,maybe there are there in secondary schools but they do not want to come out in the open because of what is happening in the their environment.. they are afraid of their peers

3 Codes:

- Challenges / ○ Learner's attitudes / ○ Role of DBST and SBST

D 14: Speech,Language correctionist (Zim) - 14:30 that is were we are now.. it is very imperative now for us to go back... (12746:13391)

Text quotation

Created by user on 12/30/2019

that is were we are now.. it is very imperative now for us to go back to teachers.. they have to assist us..we need to train them ...people come out the college with out any background on learning disability..someone is teaching and in is/her class they have learners with learning disabilities but they have no background or what so ever on learning disability ...they can not identify..it is now our baby as a department that we have to go and train but we have cahllenges now.. because of the economy ..finances and its impossible to train everyone..but te ministry is actually doing something to train..it might take long but we are getting there

3 Codes:

- Challenges / ○ Role of DBST and SBST / ○ Teachers attitudes

D 14: Speech,Language correctionist (Zim) - 14:31 right..so it is the duty of the teachers to assist these learners to b... (13449:14022)

Text quotation

Created by user on 12/30/2019

right..so it is the duty of the teachers to assist these learners to be identified ...so that we can assist them.. because when we go to a secondary school.. the school head will simple say okay..teacher so and so who is incharge can you please attend to these ladies and gentlemen ..you would realise its only one teacher.. sometimes the teacher has no background on learning disabilities. So where do we start? So the problem now as I see it our higher learning institutions must incorporate this aspect aspect of special needs in their curriculum...thus the challenge really...

3 Codes:

- Challenges / ○ Role of DBST and SBST / ○ Teachers attitudes
- **Role of the parents**

Created by user on 11/13/2019, **modified** by user on 12/27/2019

Comment by user

Parents are not cooperative. They dont even come for meeting when called to discuss their children's performance

Parents need to be workshopped on Learning disabilities

Parents are ignorant Parents not willing to help

11 Quotations:

D 3: Educator-Altomont - 3:8 . Parents do not come when called to discuss such issues with their pa... (2125:2285)

Text quotation

Created by user on 11/13/2019

. Parents do not come when called to discuss such issues with their parents. They thinking their children will be a laughing stock when sent to a special school.

1 Codes:

- Role of the parents

D 3: Educator-Altomont - 3:11 Parents need to be trained (3201:3227)

Text quotation

Created by user on 11/13/2019

Parents need to be trained

1 Codes:

- Role of the parents

D 4: Educator-Amhlophe - 4:5 the parents are not forthcoming when you want to help the child (1788:1851)

Text quotation

Created by user on 12/27/2019 the parents are not forthcoming when you want to help the child

2 Codes:

- Challenges / ○ Role of the parents

D 4: Educator-Amhlophe - 4:24 Parents will tell you we have been through those places before...I have... (8258:8489)

Text quotation

Created by user on 12/30/2019

Parents will tell you we have been through those places before...I have been told that my child has A B C and D but I cannot go to such places...I don't have the money what can I do? May be if we have young people like you who can help

2 Codes:

- Challenges / ○ Role of the parents

D 5: Educator-BASA Combined - 5:5 Some parents make efforts to look for special or private tutors for th... (1504:1606)

Text quotation

Created by user on 11/24/2019

Some parents make efforts to look for special or private tutors for their children but some just ignore **1 Codes:**

- Role of the parents

D 5: Educator-BASA Combined - 5:8 But some parents do not cooperate.

(2424:2457)

Text quotation

Created by user on 11/24/2019 But some parents do not cooperate.

1 Codes:

- Role of the parents

D 6: Educator-Kennilworth - 6:22 We had a challenge with parents who are not forthcoming in assisting t... (7683:7846)

Text quotation

Created by user on 11/24/2019

We had a challenge with parents who are not forthcoming in assisting their children with such problems. They fail to understand that their child has such a problem.

1 Codes:

- Role of the parents

D 12: Remedial Therapist (Zim) - 12:6 The first part is pre-assessment conference-will bring in parent.. Why... (2408:2804)

Text quotation

Created by user on 12/27/2019

The first part is pre-assessment conference-will bring in parent.. Why bring in parent. He/she is the key. We will be asking questions about history in the family, background remember learning difficulties are genetic.. We also look at different milestones...were these milestones achieved on time or delayed so once we have that background information. We then bring the child for familiarisation.

2 Codes:

- Role of DBST and SBST / ○ Role of the parents

D 12: Remedial Therapist (Zim) - 12:31 The community has to understand what language difficulties are. Our fi... (1437:1663)

Text quotation

Created by user on 12/31/2019

The community has to understand what language difficulties are. Our first line are the parents. They are the key in the whole assessment process. They are the people who can say no my child is okay is fine he will outgrow this...

1 Codes:

- Role of the parents

D 13: Speech, Language Therapist (South Africa) - 13:14 we need to work with teachersparents and teachers must encourage... (2414:2530)

Text quotation

Created by user on 12/31/2019

we need to work with teachersparents and teachers must encourage learners under therapy to attend their sessions

2 Codes:

○ Role of the parents / ○ Teachers attitudes

D 14: Speech,Language correctionist (Zim) - 14:28 we have programs that are actually going into schools..and even in the... (11700:12013)

Text quotation

Created by user on 12/30/2019

we have programs that are actually going into schools..and even in the community were we tell people about these disabilities.. just recently we have some some is it three months back..we were carrying out this outreach program were we educating the community about these programs So ya its too much work heyy... **4 Codes:**

○ Challenges / ○ Role of DBST and SBST / ○ Role of the parents / ○ Teachers attitudes

○ **Services on offer by Private practioners in Zimbabwe**

Created by user on 12/27/2019, **modified** by user on 12/27/2019

Comment by user

Assessment is in 3 stages

Use of C Pens, KULEZWE3000

The practioners are exposed... Speech therapist was trained from Australia, Psychologists Britain as well as the Remedial therapists...

9 Quotations:

D 12: Remedial Therapist (Zim) - 12:7 Once we have done the assessment we then mmm depending on the outcome... (3052:3661)

Text quotation

Created by user on 12/27/2019

Once we have done the assessment we then mmm depending on the outcome of the assessment... we are a multi disciplinary..so during the pre-assessment conference, we will also determine the nature of this disability, so we bring all specialists together then when we have identified lets say LDs, the Speech therapist will do the assessment working with other specialist..after these people will come together to discuss their finding and then come up with just one report...once we have done that we then draft an individual education plan..that is the first part of the IEPlan..and then finalisation of the plan

1 Codes:

- Services on offer by Private practioners in Zimbabwe

D 12: Remedial Therapist (Zim) - 12:9 We bring in the class teacher to be part of this ..remember teachers w... (3664:4130)

Text quotation

Created by user on 12/27/2019

We bring in the class teacher to be part of this ..remember teachers will be the ones dealing with the learners mostly..so and then when it comes to intervention it depends on parent's ability to pay..we have do a pull out system were the child will visit us three or two times a week for an hour or so..ammmm...why the pull out system because we have some problems that are so expensive to treat and schools don't have the machines or resources to assist such learners

1 Codes:

- Services on offer by Private practioners in Zimbabwe

D 12: Remedial Therapist (Zim) - 12:13 Already there are psychological issues involved. Already there are aca... (7141:7442)

Text quotation

Created by user on 12/27/2019

Already there are psychological issues involved. Already there are academic issues involved and so you then want to bring in the program of identifying the key strengths of the child. If they like Music..why don't we make him/her excel in that..Maybe in other instances, this child is good in computers

2 Codes:

- Services on offer by Private practioners in Zimbabwe / ○ Services on offer for learners with LD

D 12: Remedial Therapist (Zim) - 12:14 You find that there are assistive technologies that are extremely good... (7557:7907)

Text quotation

Created by user on 12/27/2019

You find that there are assistive technologies that are extremely good. You might find something that can turn text into audio, this can help a learner in a lot of things. For instance with a C pen the child is holding and it's a tool that he has. And he doesn't need to go to the teacher what this word is.. that tool can actually read to the child..

2 Codes:

- Services on offer by Private practioners in Zimbabwe / ○ Services on offer for learners with LD

D 12: Remedial Therapist (Zim) - 12:16 We have KULZWE3000, it's a word based software, scan all the books for... (8588:10372)

Text quotation

Created by user on 12/27/2019

We have KULZWE3000, it's a word based software, scan all the books for the child and it reads for them..it has about 10-15 voices then what it does, the child could simple change the voices. Maybe let's say the first three pages. Mary's voice is going to read out..then gets tired and puts john's voice. You can vary the speeds and number of words per minute..Its fun and it captures the child. Then it helps in terms of organisation, vocabulary build-up. Yes a learner with LD can actually use it. What we working on now with the youths, we are also saying all these technologies used are in English, French I think there about 4 languages, and we saying why can't we have this in local languages for the early graders..we creating employment ..But the interesting thing about the C pen is that it can be used in exams. South African education AIB

am not sure. Actually allows exam open in the exam as an accommodation. This is an exam reader. It doesn't have dictionary it reads only...the other one is for the classroom practising and this one strictly for the exam. The pen will be reading the exam for you...and there is a complementary one called a dragon where it converts audio to texts...it's for accommodations in exams. They usually bring in somebody who will type for you... So in this case just bring in the dragon. You speak into this software...then it converts your speech in to texts..we all have those staff... That is why am saying the government cannot have these things. We have these things because 1. We have exposure. I mean 21 years out of the country....we have speech-language therapist was trained is from Australia...I was trained in the UK...Our psychologist was trained in Britain... So the exposure is wide. So we can use those tools to assist the learners

2 Codes:

- How remedial sessions are conducted / ○ Services on offer by Private practitioners in Zimbabwe

D 12: Remedial Therapist (Zim) - 12:17 We have these things because 1. We have exposure. I mean 21 years out... (10078:10372)

Text quotation

Created by user on 12/27/2019

We have these things because 1. We have exposure. I mean 21 years out of the country....we have speech-language therapist was trained is from Australia...I was trained in the UK...Our psychologist was trained in Britain... So the exposure is wide. So we can use those tools to assist the learners

1 Codes:

- Services on offer by Private practitioners in Zimbabwe

D 12: Remedial Therapist (Zim) - 12:18 Like I said the biggest challenge is exposure right. And awareness. On... (11277:11973)

Text quotation

Created by user on 12/27/2019

Like I said the biggest challenge is exposure right. And awareness. Once we overcome these things intervention becomes a lil bit easier coz 1. Through the level of awareness, these kids are

already labelled, dull lazy whatever.. And again that system of exclusion that was there before it was not good... But inclusion is the key..it's good to have specialist with in the mainstream and support these kids. It gives acceptance. There is acceptance from other kids. They will understand okay, he has a problem with this and he is being assisted .. the child becomes a normal child ..free..so intervention becomes easier. We have acceptance from the teacher, student, and parent. Once we have that..

3 Codes:

○ Challenges / ○ Learner's level of awareness / ○ Services on offer by Private practioners in Zimbabwe

D 12: Remedial Therapist (Zim) - 12:22 One of the main challenge becomes the finance..all the equipment is qu... (12511:12760)

Text quotation

Created by user on 12/29/2019

One of the main challenge becomes the finance..all the equipment is quite expensive.. for instant the KZWEL3000 ..you need a licence.. for one computer we looking at 2325000 rands just for one year's licence but it's a tool that is extremely good..

2 Codes:

○ Challenges / ○ Services on offer by Private practioners in Zimbabwe

D 12: Remedial Therapist (Zim) - 12:35 We are the complementary arm to the school. So whatever the school doe... (4918:5039)

Text quotation

Created by user on 12/31/2019

We are the complementary arm to the school. So whatever the school does, thus what we also do. We don't work in isolation.

1 Codes:

○ Services on offer by Private practioners in Zimbabwe

○ **Services on offer for learners with LD**

Created by user on 11/12/2019, **modified** by user on 12/27/2019

Comment by user

There are no services on offer for learners with Language Disorders. However, she recommends as she has contacts..she refers such learners to the Speech therapists and audiologists. Normally Speech therapists are audiologists as well. Learners are referred to Speech therapists or audiologists at the University of Pretoria,since it is a training institution, their charges are affordable.

Use PLAP to assist the learners

There are no services per se but i personally try assist the learners

Remedial lessons

Use Readers...Sunrise books

Referrals

My services are not long term

Pvt ST in Zimbabwe: Awareness first...educate the parent first then talk to teachers Use of technology like C Pen

17 Quotations:

D 1: Educational Psychologist (South Africa) - 1:4 don't offer support services but I recommend, I refer them to speech... (2485:2669)

Text quotation

Created by user on 11/12/2019

don't offer support services but I recommend, I refer them to speech therapist thus my point of departure...they are the ones to diagnose ...and also the audiologists to test the hearing

1 Codes:

○ Services on offer for learners with LD

D 1: Educational Psychologist (South Africa) - 1:12 i refer them to speech therapists..those who not have money we refer t... (7030:7534)

Text quotation

Created by user on 11/12/2019

i refer them to speech therapists..those who not have money we refer them to University of Pretoria..its free coz it's a training institution... even if they pay they usually pay far less..like us ..in the dpt of educational psychology..we for everything.. assessment of more than three to four hours, feedback..and report writing at only 1000rands...When am in my private practice they pay..but when am here, even if they do not have money, they get assistance from our students, then I do the supervising.

1 Codes:

- Services on offer for learners with LD

D 2: Educator St Bernards - 2:2 PLAP is one of the strategies we use to help these learners (972:1030)

Text quotation

Created by user on 11/13/2019

PLAP is one of the strategies we use to help these learners

1 Codes:

- Services on offer for learners with LD

D 3: Educator-Altomont - 3:4 We don't have support services per se. I try to deal with such learner... (1233:1314)

Text quotation

Created by user on 11/13/2019

We don't have support services per se. I try to deal with such learners one by one

1 Codes:

- Services on offer for learners with LD

D 4: Educator-Amhlophe - 4:2 to give them readers, you would realise that we give them primary leve... (976:1171)

Text quotation

Created by user on 12/27/2019

to give them readers, you would realise that we give them primary level school basic readers like sunrise which learners in good schools use at primary level but we use them here at a high school.

1 Codes:

- Services on offer for learners with LD

D 4: Educator-Amhlophe - 4:3 sometimes I bring recorded stories, read to them slowly so that they... (1212:1397)

Text quotation

Created by user on 12/27/2019

sometimes I bring recorded stories, read to them slowly so that they learn pronunciation and to comprehend the story, I repeat the story over and over again for them to fully understand

1 Codes:

- Services on offer for learners with LD

D 5: Educator-BASA Combined - 5:4 They are at risk because there are high chances of them failing matric... (1409:1810)

Text quotation

Created by user on 11/24/2019

They are at risk because there are high chances of them failing matric. We call their parents. Some parents make efforts to look for special or private tutors for their children but some just ignore. After that we then design an Intervention plan or a remedial plan for the learner. Thus were we go back to the basics...try help the learners in a slow pace. We monitor and record the learner's progress.

1 Codes:

- Services on offer for learners with LD

D 5: Educator-BASA Combined - 5:6 We also give such learners more resource materials. We give them novel... (1812:1906)

Text quotation

Created by user on 11/24/2019

We also give such learners more resource materials. We give them novels, texts books and notes

1 Codes:

- Services on offer for learners with LD

D 6: Educator-Kennilworth - 6:9 so we normal do what I call “quick fix” ...give them something to do ..y... (2662:2899)

Text quotation

Created by user on 11/24/2019

so we normal do what I call “quick fix” ...give them something to do ..you pick topics that will be easier for them when I assess them...like a topic..my holiday maybe a bit simpler than arguing about the use of corporal punishment ...you know...

2 Codes:

- Formulation of the strategies used / ○ Services on offer for learners with LD

D 6: Educator-Kennilworth - 6:10 try to give them reading material. When I have the time I try to make... (2902:3398)

Text quotation

Created by user on 11/24/2019

try to give them reading material. When I have the time I try to make them read for me. The problem is others can read but can not write ...so I try doing all those things but as for me I don't personally think there is a lot am doing ,...I think I could do better...I cant think I could do better with the circumstances am thrown into ...I think it's the way the system ..we must just be thankfull of the 80% who make it and hard luck for everybody else..i know it sounds terrible but thus the way it is

2 Codes:

- How remedial sessions are conducted / ○ Services on offer for learners with LD

D 6: Educator-Kennilworth - 6:12 I cant offer long term service... its just what can I do to make you pas... (3622:4003)

Text quotation

Created by user on 11/24/2019

I cant offer long term service... its just what can I do to make you pass and proceed to the next gradeso its not something long term.. Sometimes I feel like am over extending my self ..i feel tired..end up leave it like that..will be like okay I have done my part...there are no support structure..thus the main problem..so you just do what you can...and then at some point..you done.

2 Codes:

- Challenges / ○ Services on offer for learners with LD

D 12: Remedial Therapist (Zim) - 12:3 We offer awareness, this is key because this is where we get our clien... (1343:1911)

Text quotation

Created by user on 12/27/2019

We offer awareness, this is key because this is where we get our client s from the community. The community has to understand what language difficulties are. Our first line are the parents. They are the key in the whole assessment process. They are the people who can say no my child is okay is fine he will outgrow this...when they are aware right at the beginning, they are able to assist this kids at an early age.. I mean when you find a four year old who cannot talk, it means there is a problem. But parents will think he is still young and so on...so advocacy is key

1 Codes:

- Services on offer for learners with LD

D 12: Remedial Therapist (Zim) - 12:4 Second line of our line of business are the teachers. It's key that th... (1913:2350)

Text quotation

Created by user on 12/27/2019

Second line of our line of business are the teachers. It's key that these teachers are equipped with skills of identifying such learners because in general teacher training, that is not part of their curriculum. Yes they are taught pedagogy, but when it comes to learning pedagogies they are not taught on how to deal with them. That is why we have kids as far as form 4, and cannot read and is just in the system and not being supported

1 Codes:

- Services on offer for learners with LD

D 12: Remedial Therapist (Zim) - 12:8 Our assessments are in three parts. The first part is pre-assessment c... (2372:2804)

Text quotation

Created by user on 12/27/2019

Our assessments are in three parts. The first part is pre-assessment conference-will bring in parent.. Why bring in parent. He/she is the key. We will be asking questions about history in the family, background remember learning difficulties are genetic.. We also look at different milestones...were these milestones achieved on time or delayed so once we have that background information. We then bring the child for familiarisation.

1 Codes:

- Services on offer for learners with LD

D 12: Remedial Therapist (Zim) - 12:13 Already there are psychological issues involved. Already there are aca... (7141:7442)

Text quotation

Created by user on 12/27/2019

Already there are psychological issues involved. Already there are academic issues involved and so you then want to bring in the program of identifying the key strengths of the child. If they like Music..why don't we make him/her excel in that..Maybe in other instances, this child is good in computers

2 Codes:

- Services on offer by Private practioners in Zimbabwe / ○ Services on offer for learners with LD

D 12: Remedial Therapist (Zim) - 12:14 You find that there are assistive technologies that are extremely good... (7557:7907)

Text quotation

Created by user on 12/27/2019

You find that there are assistive technologies that are extremely good. You might find something that can turn text into audio, this can help a learner in a lot of things. For instance with a C pen the child is holding and it's a tool that he has. And he doesn't need to go to the teacher what this word is.. that tool can actually read to the child..

2 Codes:

- Services on offer by Private practioners in Zimbabwe / ○ Services on offer for learners with LD

D 14: Speech,Language correctionist (Zim) - 14:19 we then develop what we call treatment plans...on how teacher is suppose... (7746:7951)

Text quotation

Created by user on 12/30/2019

we then develop what we call treatment plans...on how teacher is supposed to help the child based on an individuals' need...so basically we are developing what we call an IEP.. Individualised Educational Plan..

3 Codes:

- How remedial sessions are conducted / ○ Role of DBST and SBST / ○ Services on offer for learners with LD

-
- **Strategies to be used**

Created by user on 11/12/2019, **modified** by user on 11/24/2019

Comment by user

Use of alternative means of learning and communication- instead of writing..they can draw or use signs

Specialists such as Educational Psychologists, Speech therapists, Remedial therapists, Occupational therapist must be stationed in all schools Teaching methods must accommodate every learner in the classroom

Parents must be concertised of problems such as learning disabilities affecting learners.

Specialists must be invited in meetings to atleast educate the parents

There must be collaboration between the Department of health and the department of education..there must be smooth flow of information about the learners More remedial work is needed. More time has to be spent on these learners more tech-voc subjects to be introduced.

Early identification of the learners

Teachers need to be staff developed on learning disabilities

Specialists to be stationed in schools

Teacher training must inform us about learning disabilities

16 Quotations:

D 1: Educational Psychologist (South Africa) - 1:10 : U see learners with language disorders or other learning disorder..a... (6173:6301)

Text quotation

Created by user on 11/12/2019

: U see learners with language disorders or other learning disorder..alternative means of learning and communications are needed

1 Codes:

- Strategies to be used

D 1: Educational Psychologist (South Africa) - 1:11 Like instead of writing, cant we draw..can't they use signs,.. we have... (6420:6832)

Text quotation

Created by user on 11/12/2019

Like instead of writing, cant we draw..can't they use signs,.. we have a dpt here called Language pathology and Alternative Communication what what.. will check in the system ..are you aware ? I think you also need to visit them and find out..ya then you can get more information from them because they have ways of helping such people. Even...there is another organisation called Tiny hands..they do sign language...

1 Codes:

- Strategies to be used

D 1: Educational Psychologist (South Africa) - 1:14 me educational psychologists must be stationed in schools..so if you d... (8049:8199)

Text quotation

Created by user on 11/13/2019

me educational psychologists must be stationed in schools..so if you do not have the money will refer you to public hospitals or clinics.. where maybe

1 Codes:

- Strategies to be used

D 1: Educational Psychologist (South Africa) - 1:16 The teaching and assessment methods must accommodate such learners..in... (8790:8938)

Text quotation

Created by user on 11/13/2019

The teaching and assessment methods must accommodate such learners..instead of the use of a lecture method why not use group discussions or something

1 Codes:

- Strategies to be used

D 1: Educational Psychologist (South Africa) - 1:17 Aonther strategy..you know during meetings..instead of talking monies.... (9205:9563)

Text quotation

Created by user on 11/13/2019

Another strategy..you know during meetings..instead of talking monies..lets bring specialist on such disorders ...speech therapist, Occupational Therapist, Educational Psychologist..or even remedial therapist... these are like foundation expects that are needed.. if only one is called in every meeting to educate parents ..teachers.. parents will be forthcoming.

1 Codes:

- Strategies to be used

D 1: Educational Psychologist (South Africa) - 1:18 We need collaboration of the department of education and health ...The m... (9662:9870)

Text quotation

Created by user on 11/13/2019

We need collaboration of the department of education and health ...The ministry of education and ministry of health must also work hand in hand...there must be a smooth flow of information from one point to next..

1 Codes:

- Strategies to be used

D 2: Educator St Bernards - 2:6 More remedial work is needed so that they understand better what they... (2602:2771)

Text quotation

Created by user on 11/13/2019

More remedial work is needed so that they understand better what they did not fully understand in the classroom. Such learners must also be given extra time and attention

1 Codes:

- Strategies to be used

D 3: Educator-Altomont - 3:14 They are many learners who are not supposed to be here honestly. They... (5149:5262)

Text quotation

Created by user on 11/13/2019

They are many learners who are not supposed to be here honestly. They are supposed to be doing vocational subjects

1 Codes:

- Strategies to be used

D 3: Educator-Altomont - 3:17 These learners have to identify early. When learners come from primary... (5599:5686)

Text quotation

Created by user on 11/13/2019

These learners have to identify early. When learners come from primary school to grade 8

1 Codes:

- Strategies to be used

D 3: Educator-Altomont - 3:18 Schools must have 2 to 3 remedial teachers who are trained to help suc... (6336:6415)

Text quotation

Created by user on 11/13/2019

Schools must have 2 to 3 remedial teachers who are trained to help such learners

2 Codes:

- Recommendation / ○ Strategies to be used

D 4: Educator-Amhlophe - 4:10 In a multilingual education, all languages have the same weighting. If... (3422:3997)

Text quotation

Created by user on 12/27/2019

In a multilingual education, all languages have the same weighting. If the learner is good in Ndebele..its fair and fine...or even Shona... Let not make English “the” language. Because thus what we having right now. English is the superior language,it shouldn’t be like that. Even a Maths examination can be written in Ndebele but now even if you teach a certain concept, you explain it even in local language..come exam they fail not because they don’t know the concept but because they don’t understand the language ..so I don’t know maybe if the exams can be in local languages **2 Codes:**

- Multilingualism in education / ○ Strategies to be used

D 4: Educator-Amhlophe - 4:11 Learners must be concertized on the importance of communicating in Eng... (4248:4397)

Text quotation

Created by user on 12/27/2019

Learners must be concertized on the importance of communicating in English. They must be given time to speak in English because practice makes perfect

1 Codes:

- Strategies to be used

D 5: Educator-BASA Combined - 5:16 more workshops to equip us young educators on dealing with such learne... (4401:4591)

Text quotation

Created by user on 11/24/2019

more workshops to equip us young educators on dealing with such learners. Special Resource centre has to be set in this institution. It can really help.We also need specialists in the area.

1 Codes:

- Strategies to be used

D 6: Educator-Kennilworth - 6:18 Like develop African languages (6915:6944) Text quotation

Created by user on 11/24/2019

Like develop African languages

1 Codes:

- Strategies to be used

D 6: Educator-Kennilworth - 6:28 but we need more training as teachers we do have some training for lea... (9058:9236)

Text quotation

Created by user on 11/24/2019

but we need more training as teachers we do have some training for learning barriers we call them CIS ...only a certain number of teachers is trained and you have to be part of

SBST

1 Codes:

- Strategies to be used

D 6: Educator-Kennilworth - 6:29 I think one thing to look into is the teacher training, it must have s... (9579:9919)

Text quotation

Created by user on 11/24/2019

I think one thing to look into is the teacher training, it must have such courses on how teachers can identify such children..they will know what they are supposed to do while they are still students ...cause having these workshops with these teachers who are already working ahhh please trust me we don't wanna do more than what we are doing

1 Codes:

- Strategies to be used

-
- **Strategies used to identify learners with LDs**

Created by user on 11/11/2019, **modified** by user on 11/12/2019

Comment by user

The Psychologist uses cognitive assessment and scholastic assessment to measure the learners's IQ

7 Quotations:

D 1: Educational Psychologist (South Africa) - 1:1 Which will include the cognitive assessment and there is scholastic as... (964:1656)

Text quotation

Created by user on 11/11/2019, **modified** by user on 11/12/2019

Which will include the cognitive assessment and there is scholastic assessment..this one is meant to see howfar is the child with academic skills as well as emotional assessment to check if there are emotions that are affecting the child academically. So once I get the (intellectual image of a child) IQ of the child...if its average or above my expectations.. even just a little below average ...am expecting this child to be able to read and write ..even if it might not be the high standards of reading and writing..but you find some students have high IQ..the above average..some functioning super but they still cant read and write...for me it indicates that the learner has a language problem

Comment by user

1 Codes:

- Strategies used to identify learners with LDs

D 6: Educator-Kennilworth - 6:39 but we need more training as teachers we do have some training for lea... (9058:9242)

Text quotation

Created by user on 12/30/2019

but we need more training as teachers we do have some training for learning barriers we call them CIS ...only a certain number of teachers is trained and you have to be part of SBST.. so

1 Codes:

- Strategies used to identify learners with LDs

D 13: Speech, Language Therapist (South Africa) - 13:2 We have a checklist...so we do screening and if the learner fails, we th... (456:551)

305

Text quotation

Created by user on 12/29/2019

We have a checklist...so we do screening and if the learner fails, we then do in-depth assessment **3 Codes:**

- Identification of the learners /
- Role of DBST and SBST /
- Strategies used to identify learners with

LDs

D 14: Speech,Language correctionist (Zim) - 14:5 We do have what we call

Speech programs. After assessing our children... (2003:2295)

Text quotation

Created by user on 12/30/2019

We do have what we call Speech programs. After assessing our children and conclude that they have Language speech disorders we then give them ..infact we move them from their regular classes... and put them in a class where a teacher uses the Speech programs..to train learners on how to speak.

2 Codes:

- How remedial sessions are conducted /
- Strategies used to identify learners with LDs

D 14: Speech,Language correctionist (Zim) - 14:10 You would find that the speech programs have to be done after the tea... (3158:3450)

Text quotation

Created by user on 12/30/2019

You would find that the speech programs have to be done after the teaching hours...maybe after 1pm or 2pm..And during this time most of the children will not be willing to learn...some will be going for sports and other extracurricular activities. So for you to take them back to class...honestly..

4 Codes:

○ Challenges / ○ How remedial sessions are conducted / ○ Role of DBST and SBST / ○ Strategies used to identify learners with LDs

D 14: Speech,Language correctionist (Zim) - 14:18 So because we do not have people who are specially trained.. so first... (7463:7708)

Text quotation

Created by user on 12/30/2019

So because we do not have people who are specially trained.. so first we need to train the teachers right ...they are the ones who will be dealing with the children...on how to identify these children or we go to the schools to identify the children.

3 Codes:

○ How remedial sessions are conducted / ○ Role of DBST and SBST / ○ Strategies used to identify learners with LDs

D 14: Speech,Language correctionist (Zim) - 14:21 teacher will bring all learners with Speech-language disorders in one... (8485:8662)

Text quotation

Created by user on 12/30/2019

teacher will bring all learners with Speech-language disorders in one class.. from grade 7,6,5.. all in class...they can be 10..but ave emphasize that they can not be more than 19

2 Codes:

○ How remedial sessions are conducted / ○ Strategies used to identify learners with LDs

Teachers attitudes

Created by user on 12/30/2019, **modified** by user on 12/30/2019

Comment by user

In this economic hardships..extra duties for teachers mean extra money...teachers are not willing to help learners for free after their working hours

16 Quotations:

D 2: Educator St Bernards - 2:9 eeehhhh the curriculum neglects learners with

LDs. It does not fully a... (1557:1758)

Text quotation

Created by user on 12/30/2019

eeehhhh the curriculum neglects learners with LDs. It does not fully accommodate learners with LD, it doesn't give teachers enough time to assist the learners as well as resources to help such learners... **2 Codes:**

○ Challenges / ○ Teachers attitudes

D 6: Educator-Kennilworth - 6:30 We are actually overdoing this, we are always minding these kids' busi... (9923:10096)

Text quotation

Created by user on 11/24/2019

We are actually overdoing this, we are always minding these kids' businesses..ya ...but you burn out..you become sick of it honestly ..and thus why people don't care you know..

2 Codes:

○ Challenges / ○ Teachers attitudes

D 6: Educator-Kennilworth - 6:31 RThe problem is neh eish ..the problem is there is no one to help thes... (2306:2661)

Text quotation

Created by user on 12/30/2019

RThe problem is neh eish ..the problem is there is no one to help these learners and you have to...I think the system depends on me trying different ways to assist, one thing they encourage is that they call it differentiation..i must now make my lesson to support all learners with different learning needs or cases..but you realise I don't have the time..

2 Codes:

○ Challenges / ○ Teachers attitudes

D 6: Educator-Kennilworth - 6:33 I cant offer long term service... its just what can I do to make you pas... (3622:3849)

Text quotation

Created by user on 12/30/2019

I cant offer long term service... its just what can I do to make you pass and proceed to the next gradeso its not something long term.. Sometimes I feel like am over extending my self ..i feel tired..end up leave it like that..

1 Codes:

○ Teachers attitudes

D 6: Educator-Kennilworth - 6:36 ah I mean it affects them yo badly...you know teachiers do not have the... (5974:6236)

Text quotation

Created by user on 12/30/2019

ah I mean it affects them yo badly...you know teachiers do not have the time..its either you are average or brilliant..so such learners end up in a situation where by they are just labelled as unable just because they cannot express themselves in a certain language

2 Codes:

○ Challenges / ○ Teachers attitudes

D 6: Educator-Kennilworth - 6:37 Again... am not equipped to deal with such learners really ...and am suppo... (7549:7680)

Text quotation

Created by user on 12/30/2019

Again... am not equipped to deal with such learners really ...and am supposed to cope with such learners ...you understand what am saying

1 Codes:

- Teachers attitudes

D 12: Remedial Therapist (Zim) - 12:34 but also there is an issue that...schools are not comfortable with it...th... (4263:4718)

Text quotation

Created by user on 12/31/2019

but also there is an issue that...schools are not comfortable with it...the teacher comes in then here I am Dr Nyoni seated in his/her classroom... The teacher will think am evaluating his/her work...so there is that comfortability ..so thus why we would want to bring in the teacher at the assessment conference so that she/he feels part of the intervention program rather than seeing us as a challenge..and understand the value of multi-disciplinary intervention

2 Codes:

- Challenges / ○ Teachers attitudes

D 12: Remedial Therapist (Zim) - 12:36 Why there is so much resistance among teachers it's because here there... (5602:6170)

Text quotation

Created by user on 12/31/2019

Why there is so much resistance among teachers it's because here there are trained in teaching for exams and suddenly now meant to bring out the strength of the child and to do the continuous assessments and staff. They have never been trained for continuous assessment. This teacher has been teaching for exams for 20 years and today you say no..they should now focus on the strengths of the learner and the continuous assessment and so on..with loads of paper work..but the curriculum on its own it's very...so it does accommodate learners with LDs to a certain extent.

3 Codes:

- Challenges / ○ Relevance of the curriculum on learners with LDs / ○ Teachers attitudes

D 13: Speech, Language Therapist (South Africa) - 13:14 we need to work with teachersparents and teachers must encourage... (2414:2530)

Text quotation

Created by user on 12/31/2019

we need to work with teachersparents and teachers must encourage learners under therapy to attend their sessions

2 Codes:

○ Role of the parents / ○ Teachers attitudes

D 14: Speech,Language correctionist (Zim) - 14:23 The challenge is no.1 teachers do not want some extra load..because on... (9369:9614)

Text quotation

Created by user on 12/30/2019

The challenge is no.1 teachers do not want some extra load..because once you talk to a teacher about extra load that has some financial implications ..right they will ask you ..if you want me to do this what happens to my salary..does it increase

2 Codes:

○ Challenges / ○ Teachers attitudes

D 14: Speech,Language correctionist (Zim) - 14:24 so you find out that we do have some of our teachers wo are not willin... (9616:9736)

Text quotation

Created by user on 12/30/2019

so you find out that we do have some of our teachers wo are not willing because of finances ..that is the main challenge.

2 Codes:

○ Challenges / ○ Teachers attitudes

D 14: Speech,Language correctionist (Zim) - 14:27 There you are right because a certain crop of teachers is aware of wha... (11144:11382)

Text quotation

Created by user on 12/30/2019

There you are right because a certain crop of teachers is aware of what is happening in Special needs education.. but I must admit that we do have others who are in the dark..you talk to them about learning disabilities they know nothing .

3 Codes:

- Challenges / ○ Role of DBST and SBST / ○ Teachers attitudes

D 14: Speech,Language correctionist (Zim) - 14:28 we have programs that are actually going into schools..and even in the... (11700:12013)

Text quotation

Created by user on 12/30/2019

we have programs that are actually going into schools..and even in the community were we tell people about these disabilities.. just recently we have some some is it three months back..we were carrying out this outreach program were we educating the community about these programs So ya its too much work heyy... **4 Codes:**

- Challenges / ○ Role of DBST and SBST / ○ Role of the parents / ○ Teachers attitudes

D 14: Speech,Language correctionist (Zim) - 14:30 that is were we are now.. it is very imperative now for us to go back... (12746:13391)

Text quotation

Created by user on 12/30/2019

that is were we are now.. it is very imperative now for us to go back to teachers.. they have to assist us..we need to train them ...people come out the college with out any background on learning disability..someone is teaching and in is/her class they have learners with learning disabilities but they have no background or what so ever on learning disability ...they can not identify..it is now our baby as a department that we have to go and train but we have cahllenges now.. because of the economy ..finances and its impossible to train everyone..but te ministry is actually doing something to train..it might take long but we are getting there

3 Codes:

- Challenges / ○ Role of DBST and SBST / ○ Teachers attitudes

D 14: Speech,Language correctionist (Zim) - 14:31 right..so it is the duty of the teachers to assist these learners to b... (13449:14022)

Text quotation

Created by user on 12/30/2019

right..so it is the duty of the teachers to assist these learners to be identified ...so that we can assist them.. because when we go to a secondary school.. the school head will simple say okay..teacher so and so who is incharge can you please attend to these ladies and gentlemen ..you would realise its only one teacher.. sometimes the teacher has no background on learning disabilities. So where do we start? So the problem now as I see it our higher learning institutions must incorporate this aspect aspect of special needs in their curriculum...thus the challenge really...

3 Codes:

- Challenges / ○ Role of DBST and SBST / ○ Teachers attitudes

D 14: Speech,Language correctionist (Zim) - 14:33 so first we need to train the teachers right ...they are the ones who wi... (7524:7790)

Text quotation

Created by user on 12/31/2019

so first we need to train the teachers right ...they are the ones who will be dealing with the children...on how to identify these children or we go to the schools to identify the children. When we have identified the learners we then develop what we call treatment plans...

1 Codes:

- Teachers attitudes

-
- **The impact of the use of English as MOI**

Created by user on 11/12/2019, **modified** by user on 11/13/2019

Comment by user

The use of English as the medium of instruction makes matters worse.

English is actually difficult for teachers who use it for teaching and learning

Teachers always encourage parents to use English when talking to their children, it becomes difficult because parents themselves can not even pronounce some English terms...most parents do not know the phonics

The use of English as MOI does affect the learners. Such learners already have a challenge mastering their first language ...they are seriously affected academically Learners have challenges mastering English as the MOI

12 Quotations:

D 1: Educational Psychologist (South Africa) - 1:7 think its making matters worse ...because we are saying English is the L... (3955:4545)

Text quotation

Created by user on 11/12/2019

think its making matters worse ...because we are saying English is the LOI...eg in former model C schools or even the private schools, language of instruction is English.

Former model schools are gvt schools during the apartheid they used to be for whites only. They often used Afrikaans as the MOI and often the people who are teaching that language are not even English. So you find out that the child will speak wrong words or vocabulary just because the teacher says so...yess..that is a problem for me. The people who should be giving children proper language foundations..also do not know.

1 Codes:

- The impact of the use of English as MOI

D 2: Educator St Bernards - 2:5 but in most cases these learners struggle thus why we are advised to a... (2289:2478)

Text quotation

Created by user on 11/13/2019

but in most cases these learners struggle thus why we are advised to also use learner's first language to emphasize on some concepts taught in English...it does affect them academically really

1 Codes:

- The impact of the use of English as MOI

D 3: Educator-Altomont - 3:9 It does really.. Since such learners are having challenges in understanding... (2820:2923)

Text quotation

Created by user on 11/13/2019

It does really.. Since such learners are having challenges in understanding English as a second language

1 Codes:

- The impact of the use of English as MOI

D 5: Educator-BASA Combined - 5:14 We use English.. but I sometimes try to explain some concepts to them... (3999:4106)

Text quotation

Created by user on 11/24/2019

We use English.. but I sometimes try to explain some concepts to them in vernacular so that they understand.

1 Codes:

- The impact of the use of English as MOI

D 5: Educator-BASA Combined - 5:15 such learners might have an idea but fail to express it in English. Th... (4204:4315)

Text quotation

Created by user on 11/24/2019

such learners might have an idea but fail to express it in English. They also fail to put their ideas in writing

1 Codes:

- The impact of the use of English as MOI

D 6: Educator-Kennilworth - 6:15 However some educators and some learners still use both English and th... (5352:5575)

Text quotation

Created by user on 11/24/2019

However some educators and some learners still use both English and their local languages. I now use vernacular just to fit in and to help learners who do not understand English to understand so that they feel accommodated.

1 Codes:

- The impact of the use of English as MOI

D 6: Educator-Kennilworth - 6:16 ah I mean it affects them yo badly...you know teachiers do not have the... (5974:6238)

Text quotation

Created by user on 11/24/2019

ah I mean it affects them yo badly...you know teachiers do not have the time..its either you are average or brilliant..so such learners end up in a situation where by they are just labelled as unable just because they cannot express themselves in a certain language.

1 Codes:

- The impact of the use of English as MOI

D 13: Speech, Language Therapist (South Africa) - 13:10 It does really, It does affect their academic performance. Most of the... (1940:2090)

Text quotation

Created by user on 12/30/2019

It does really, It does affect their academic performance. Most of the learners are affected by the use of second language as the medium of instruction

2 Codes:

- Challenges / ○ The impact of the use of English as MOI

D 13: Speech, Language Therapist (South Africa) - 13:11 The use of second language as the main teaching and learning language... (2200:2324)

Text quotation

Created by user on 12/30/2019

The use of second language as the main teaching and learning language does affect greatly learners with language difficulties

2 Codes:

- Challenges / ○ The impact of the use of English as MOI

D 14: Speech, Language correctionist (Zim) - 14:3 We also use some observation methods, like as the learner speaks..you... (1413:1599)

Text quotation

Created by user on 12/30/2019

We also use some observation methods, like as the learner speaks..you can tell that ahhh this one is a deviation from the norm. Therefore the child needs assistance. Thus how we identify..

2 Codes:

- Identification of the learners / ○ The impact of the use of English as MOI

D 14: Speech, Language correctionist (Zim) - 14:13 Well mmm we are looking at children with language disorders but the la... (4515:4840)

Text quotation

Created by user on 12/30/2019

Well mmm we are looking at children with language disorders but the language of instruction is English right ...we are already burdening a child who has a burden right...we are bringing in this

foreign language which to them it's difficult yet they are struggling with their own local language...hence we have a very serious problem

2 Codes:

- Challenges / ○ The impact of the use of English as MOI

D 14: Speech,Language correctionist (Zim) - 14:15 Yes.. they are in local languages but these have been interpreted from... (5659:5924)

Text quotation

Created by user on 12/30/2019

Yes.. they are in local languages but these have been interpreted from English... which on its on is a weakness again because you realise that as you are interpreting, you tend to loose the intergrity of the original meaning so that is the challenge again that we have

4 Codes:

- Formulation of the strategies used / ○ Multilingualism in education / ○ Role of DBST and SBST / ○ The impact of the use of English as MOI

6.25 ANNEXURE O: TURNITIN REPORT

Systemic support strategies for learners with language disorders
in multilingual contexts *Netti NDou*

ORIGINALITY REPORT

% 10	% 9	% 5	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

*Supervisor: M.J. ...
Prof Funke Omidire*

PRIMARY SOURCES

1	hdl.handle.net Internet Source	% 1
2	uir.unisa.ac.za Internet Source	% 1
3	onlinelibrary.wiley.com Internet Source	% 1
4	repository.up.ac.za Internet Source	<% 1
5	researchspace.ukzn.ac.za Internet Source	<% 1
6	eprint.ncl.ac.uk Internet Source	<% 1
7	scholarworks.sfasu.edu Internet Source	<% 1
8	files.eric.ed.gov Internet Source	<% 1
9	ulir.ul.ie	