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Children with language impairment in Tanzania

A qualitative study about how special education teachers experience working with children with language impairment in pre-schools.

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The Map of Tanzania showing regions including Tanga region where I conducted my study

Abstract

The main theme is children with language impairment in Tanzania. The specific theme is about how special education teachers experience working with children with language impairment in pre-schools. The goal of the study is to expand the knowledge on working with children with language impairment in Tanzania through the experience of special education teachers. I have interviewed three special education teachers about how they experience on working with children with language impairment in pre-schools in Tanga region, Tanzania. I have asked permission from regional and municipality education officer who directed me to the heads of the schools for conducting the interviews. The study has been done by using qualitative approach under phenomenological qualitative design. Semi structure interview has been used to collect the empirical data with prepared interview guide. The three interviews have used the same interview guide, and the study used stepwise deductive-inductive method. The quality and credibility of the study were highly maintained. In addition, ethical consideration has been done throughout the process of the study.

From the findings, the study has derived seven categories. One of them has five sub categories. The seven categories are: common experience with language impairment, positive experience with language impairment, identification of a child with language impairment, involvement of parents, motivation and commitment, participatory methods and challenges in working with children with language impairment. Under participatory methods category, there are sub categories: use of pictures, drawings, and realia, repetition, use of songs, strengthening the speech organs and use of mirror and cartoon in facilitative imitation. Every category is presented and discussed at the same time in relation to the theories connected with.

The results show that, expressive language impairment is more experienced than receptive language impairment. The teachers can observe the expression of children with language impairment but the two-language impairments are interconnected. Children with language impairment have better improvement in their life. A child with language impairment is identified later than the required age in Tanzania due to the cultural influences. Parents are involved in enhancing the language of their children at home. Motivation and commitment are prioritized in working with children with language impairment. Use of participatory is the best way to work with children with language impairment. The challenges hinder the teaching

and learning of children with language impairment such as negative attitude and lack of teaching and learning resources.

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Dedication

I dedicate my study to my beloved parents Mr. Pius Mgaya and Mrs. Felechina P. Mgaya for laying for me a strong educational foundation and giving me guidance and direction this far.

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1.0 Introduction

In this chapter I will present the background for the choice of theme, the goal of the study, the research question, and the importance of the study. In addition, I have given a brief explanation about education system in Tanzania. Lastly, I have outlined organisation of the thesis.

1.1 Background for choice of theme

My interest on this theme is due to my experience that children with language impairment have different influences towards their ability in language acquisition and learning. In their diversity of language difficulties, some have language impairment being influenced by cognitive disability or intellectual disability. In my first degree studies, I specialised in cognitive disabilities. Having studied children with intellectual disability, I noted that, most of them face language difficulty in one way or another. It depends on the severity of the disability.

With my second degree studies, I came to the realization that not all children with intellectual disability have language impairment. And some children with language impairment do not have intellectual disability. For that reason I developed my interest to find out how special education teachers experience working with children with language impairment in Tanzania. I became interested in this topic due to the new knowledge which I gained from my current studies on language impairment in relation to my previous studies, for example the two ideas of general and specific language impairment. I experienced that language is very important in a child's life, and plays a great role in all children's social development skills. Children learn to use language to communicate in socially appropriate ways (Hoff, 2014: 4).

1.2 Statement of the problem

The United Nations Convention on the Rights of the Child (1989) stated all children have rights to a primary education (Article 28). Article (23) said that the children who have any kind of disability have the right to special care and support, as well as all the rights in the convention so that they can live full and independent lives. In regard to the two articles, children with language impairment should be treated in the same consideration in every country.

It is mostly considered within the community in Tanzania that children with language impairment are unable to perform daily life routines independently. People with disabilities

are viewed worthy of pity, dependent and not an integral part of the community they live. In contrary, the constitution of the United Republic of Tanzania stated that all human beings are equal and are entitled to equal rights (United Republic of Tanzania-National Policy on Disability (2004). In my experience most of my community members do not consider language impairment to be of great importance in the lives of children with intellectual disability. There is less attention to such children. In the light of this I experience that there is no enough measure for children with language impairment in Tanzania. This compels me to find out how is the current situation for children with language impairment in Tanzania?

Heim & Benasich (2006) reported in a study of language delay that 10% to 20% children may have difficulty in speech and language. It is not easy to determine the exact number of children with language impairment in Tanzania, but I can estimate that about 10% to 15% of children may have language impairment in relation to the situation of people with disabilities (United Republic of Tanzania-National Policy on Disability (2004). Not all parents want to expose their child with disabilities, although most people including the government and religious groups are trying to provide education. The situation is affected by cultural and traditional influences. It results in negative attitudes or poor beliefs towards the children with intellectual disability, but the negative attitude is more common in rural areas than in urban areas in Tanzania.

Through experience, my spontaneous thought is that children with language impairment can improve their language difficulties due to their uniqueness of and ability to master language. I have full commitment to promote a positive attitude through this study so that it can increase the knowledge of teachers, parents and the society at large from their past perspectives on children with language impairment in Tanzania. As a special education teacher, I wish and expect to work with children with language impairment in order to make the system help them better. It can support them to be part and full members of the society they belong to.

1.3 Goal of the study

The goal of the study is to expand the knowledge on working with children with language impairment in pre-schools, Tanzania through the experience of special education teachers. I developed in my mind specific goals which are; to investigate the common experience and identification for children with language impairment, to examine interventional strategies or

methods used with children with language impairment and to determine the challenges faced about children with language impairment.

1.4 Research question

Based on the fact that language is an important key of communication, the question is how will a child with language impairment develop the capabilities to use language regardless of his/her disabilities? With many questions in mind, I had to develop one research question for this study in order to gain knowledge and insights for the theme. Therefore, the research question for this study is: **How do special education teachers experience working with children with language impairment in pre-schools in Tanzania?**

1.5 Importance of the study

The importance of the study is sought to increase and contribute knowledge on how special education teachers experience working with children with language impairment. It will expand my knowledge towards helping children with language impairment. My study might also expand the research field because it enhances the knowledge about the development of language to children with language impairment. Additionally, it will add to the knowledge of different teachers on how to support and improve language of children with language impairment, especially those who will have similar situations. I believe it will also encourage other researchers to conduct their studies due to the challenges and suggestions obtained in this study.

In my opinion, my study has great relevance towards the staff working in pre-schools in Tanzania. It has great importance as I am a special education teacher who works on enhancing, expanding and exposing the knowledge of language impairment in pre-schools. I have chosen this study in order to increase the knowledge of children with language impairment through the experience of special education teachers. The goal is to learn more on how to improve the work on children with language impairment. I am eager to learn various alternative ways of working with children with language impairment. It is important to have the knowledge on how to develop language in children with language impairment in the best way, in doing so these children can be able to participate in daily life just like other members of society. They can be able to express their thoughts, views and opinions in their learning process. In that way, it will make their learning more profound.

1.6 A brief explanation about education system in Tanzania

The primary education policy states that education is free for all Tanzanian children. The primary school organises pre primary known as kindergarten, nursery and preschool. The preschool and primary school service is not good enough. There are insufficient teaching and learning resources and in conducive school environment especially in public rural pre-primary and primary schools. The problem especially concerns children from poor families, children with disabilities and orphans. The formal education and training system of Tanzania is as follows; two years of pre primary education is level one to three, seven years of primary education is standard one to seven, four years of junior secondary is form one to four, two years of senior secondary is form five and six and three or more years of tertiary education. The later level programs and courses are offered by higher institution; universities and teacher training colleges. Public and private teacher training colleges and universities provide teacher education in Tanzania. Swahili is the Language that is used to teach in public pre primary and primary schools. Most of the private pre-primary and primary schools use English as medium of instructions. The rest of the levels of education use English as medium of instruction. The table one illustrates briefly.

Table one: Education system in Tanzania

Level	Education	Age	Duration	Language
BASIC	Pre primary	2/3-4	2	Swahili
BASIC	Primary school	4-10	7	Swahili
Secondary	Secondary school ordinary level (O-Level) Form IV	11-14	4	English
Secondary	Advance level (A-Level) Form VI	15-16	2	English
Tertiary	Bachelor's degree, Associate degree, Teacher training college	17-19	3	English
Tertiary	Graduate degree		2+	English

According to my experience, pre-primary begins 4-5years and primary school 6/7-13/14. Most of the public schools follow this way (Education system in Tanzania, 2013).

There are current changes in primary education leading to standard one to six. This means that primary education will end up with standard six instead of seven. This is due to several reasons such as changes in science and technology and to put more focus on the first classes on reading, writing and counting the numbers (Mathematics). The need for the changes was also due to some learners being poor in the mentioned skills when they are in standard three. (Ministry of Education, 2016).

1.7 Organisation of the thesis

My project consists of five chapters. The first chapter is an introduction of the project where I clarify why I decided to conduct this study with a specification of the problem along with its importance and relevance. The second chapter is about theoretical framework. In this chapter, theories of concepts, theories of speech and language development and language impairment, ideas, views, suggestions and strategic explanations related to the study are described. The third chapter is methodology which explains the specific methods used in the study and the reasons for using them. It describes how the permission was obtained and how the data was collected. Also, ethical consideration is determined as well as the reliability and validity of the study. Chapter four is presentation, interpretation and discussions of the data collected. Chapter five is conclusion which reflects the results of the data collected.

Chapter summary

The chapter has described my interest which I established to my study. It has outlined the rights of children with disabilities including children with language impairment worldwide. It has estimated international study about language delay and Tanzanian nation. It reveals the situation of children with language impairment in Tanzania that leads to the specification of my study, to find out how special education teachers experience working with children with language impairment in pre-schools. The next chapter is literature review which gives related information of my study.

2.0 Theoretical Framework

This chapter analyses relevant theories of the study. It points out relevant literature used in this study. It presents briefly the background of the study, speech and language development, the integration and disruptions of content, form and use. It describes the concept of language impairment, children with language impairment and causes of language impairment. It underlines briefly the assessment of children with language impairment in relation to the study. Thereafter Intervention strategies, principles of assessment and intervention.

2.1 Background of the study

Language impairment can be understood in various terminologies such as language disorder and language difficulty. Brownlie, Bao & Beitchman (2016) have cited (Hollo et al. 2014) who said that language disorder as substantial difficulties with expressive and/or receptive grammar, semantics and discourse affects as many as half of children and youth receiving mental health services.

Studies show that most learners with language impairment have poor expressive ability. Owen (2014: 18) had cited Mcleod & Harrison (2009) who published a study which was conducted in a national wide survey of 4-5- year-old children in Australia. Researchers mentioned that 25.2 percent of parents had concerns about how their children talked and made speech sound. Teachers reported that 22.3 percent of children were considered to be less competent than others in their expressive language ability. It is expressed that some of these children had speech and sound errors. Teachers noted that 16.9 percent of children were less competent than in their receptive language ability. According to the published study, it is verified that almost a quarter of the parents had an interest in letting their children talk and make sound. Teachers show that it was most children with language impairment in expressive language ability than the children with receptive language ability. Some of the children with expressive language impairment had articulation difficulties.

Another study of Bishop& Leonard (2004: 80) had been conducted to compare the speech processing skills of the children that only had speech problems to those who had both speech and language problems. In this study, forty seven (47) children with speech difficulty were sub grouped according to presence or absence of a language difficulty. The criteria were set for additional language impairment as a score at or below the 10th centile on two or more of

the language measures (which could be receptive or expressive). So, twenty eight (28) children (56.6% of the sample) were having speech-only difficulties and nineteen (19) children (40.4% of the sample) had additional language impairment. In the nineteen children, eleven of the speech or language subgroup had both expressive language and receptive language problems, and eight had expressive language problems alone.

According to this study it implies that a great percent of 47 children of children with language impairment had only speech difficulty. Few of them had expressive language problems. The rest had both expressive and receptive language problems. In this case, production of language is seen to be a larger problem than the understanding or comprehension part of language (Bishop& Leonard, 2004: 80).

2.1.1 Speech and Language development

Bloom & Lahey (1978:67-97) presented that the language acquisition of a child starts with form when an infant perceives and produces language. Then, content is when the infant knows about events in immediate environment, and lastly, the use is when an infant interact with other persons and objects in the contexts. It appears that content, form and use represent separate threads of language development in the first year of infancy and begin to integrate in the second year as children learn words, sentences and discourses (figure one).

Moreover, Bernstein & Tiegerman (2009: 10 and Rygvold in Befring & Tangen (2014: 325) explained that the speech and language development is indicated by the components of language which is form, content and use. Form implies rules that govern speech sounds and their combination (phonology), rules that govern the organisation of words (morphology), rules that govern the organisation of word order, sentence structure and organization of different sentence types (syntax). Content implies rules that govern meaning that is words and their combinations. Use implies rules relating to the use of language in social contexts.

In addition, Bloom and Lahey (1978: 11-23) showed that components of language are indeed interrelated. They overlap in their application. For example, a normal child of two to three years may name by pointing at a certain object, for example a table. The form, content and use will be orderly applied. For a child with language impairment it can be difficult for the components to be correct. For example a child of eleven (11) years old on the autism spectrum may find it difficult to differentiate today and yesterday. This implies that the

child's language is weak in content and use as well as form when failing to use the components correctly. In this situation, the integration of form, content, and use is observed in the language of normal children, and disruption of the components of language is often seen in the language of children with disabilities. The figure one illustrates the components of language development.

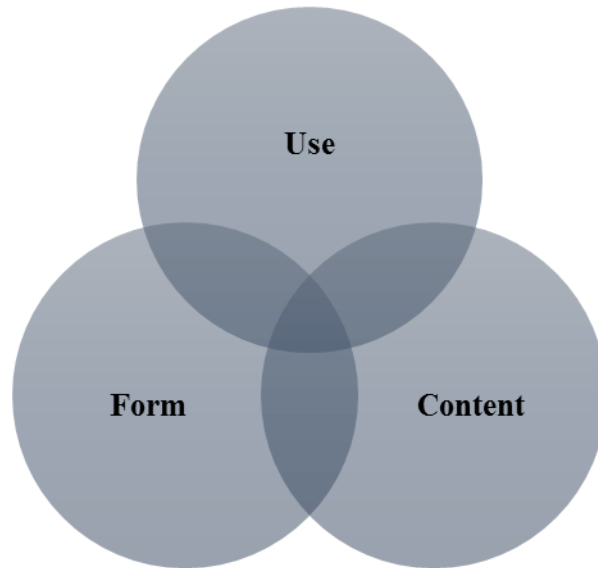


Figure one: The components of language development

***Content**=the significance or meaning of words and sentences

***Use**= the use and interpretation of language in a social context

***Form**=pronunciation and principles of grammar (Norwegian Directorate for Education and Training, 2013).

2.1.2 The integration and disruptions of content, form and use

Bloom & Lahey (1978: 21-23) discussed that knowledge of language results from the integration of content, form and use. The knowledge of language is language competence which guides the actions of speaking and interpreting messages (Bloom & Lahey (1978) had cited Chomsky (1968). (Bloom & Lahey (1978) had cited Miller, Galanter and Pribram (1960: 16) who pointed that knowledge of language or competence are understood as a plan which is a system of rules and procedures that a child acquires for language. This plan underlies all an individual's actions. Thus, children obtain confidence about the language in the acquisition of language by acting a certain way and by observing the actions of others (Lahey, 1988: 17-19).

However, it is recommended that the optimum age to assume the majority of children will be well on the way to language is two and a half to three years old (Law, 1992: 128). Also, Bernstein & Tiegerman (2009: 9-10) verified a child integrates linguistic components in two and a half years old. Therefore, the difference from normal development can be described according to the way in which these components interact with each other. And the only difference would be the age at which language begins and the rate at which it develops (Lahey, 1988: 22-23).

Therefore, most children with low cognitive skills exhibit a disruption in all aspects of language. The problem is that their utterances often are inappropriate or do not make sense. For instance, the language of a hydrocephalic child follows normal developmental milestones in terms of form but it is superficial and irrelevant in content. A disruption of form is that the child has problems with the linguistic dimension of language, but, both the conceptual and interactional dimensions are more intact. For instance a child using gestures and a limited number of single words or a child who knows about many objects and events in the world, she has difficulty learning the necessary words and combination of words to represent what she knows more fully. The disruption of use is when children use language primarily intrapersonal functions rather than interpersonal functions. For instance, when children stand out from their peers, they talk about something that is out of context or tangentially associate ideas without regard for the listener (Lahey, 1988: 23-29).

However, it is necessary to motivate these children with language impairment. The reason is activating their language learning especially when they are not willing to participate in the teaching and learning process. Majnemer (2011) analysed that, motivation is an important personal factor that can influence functioning in children and youth with disabilities. It is further explained that, motivation is an intrinsic psychological force that encourages an individual to attempt to master skills that are at least moderately challenging to them. More than that, Norwegian Directorate for Education and Training (2013) commented that, interest from an adult can increase children's motivation. It is when adults show an interest in what children are saying. They are encouraging the children to use more language. Children develop their language skills when taking part in conversation.

2.2 Concept of Language impairment

According to Bernstein & Tiegerman (2009: 22) who cited American Speech- Language- Hearing Association-ASHA (1980: 317-318) defined a language disorder is the abnormal acquisition, comprehension or expression of spoken or written language. Those with language disorders have problems in sentence processing or in abstracting information meaningfully for storage and retrieval from short and long term memory. Others defined a language disorder as any disruption in the learning or use of the conventional system of arbitrary signals used by persons in the environment as a code for representing ideas about the world for communication (Bloom & Lahey, 1978: 290).

Speech disorder refers to impairment in the articulation of speech sounds, fluency and voice. Language disorder refers to impairments in the use of spoken language (or signed, or written) system and may involve the form of language (grammar and phonology), the content of language (semantics) and the functions of language pragmatics (Prelock, Hutchins & Glascoe, 2008).

With a brief reference from given definitions, language impairment is a difficulty of articulating and producing words, sound, and understanding or comprehend the meaning of what is spoken or written in a particular language for the intended communication. It results to poor ability to speak or talk, read, listen and write in a certain manner of the specified language. It is simply a lack of expressive and receptive language skills.

Receptive and expressive language disorder

Heward (2013: 274-309) described that language impairment is a language disorder which is impaired comprehension or use of spoken, written, or other symbol systems. Also, a child may have a receptive language disorder or an expressive language disorder but not necessarily both difficulties at the time. A receptive language disorder interferes with the understanding of language, for instance a child may be unable to comprehend spoken sentences or follow a sequence direction. An expressive language disorder interferes with the production of language, for example a child may have a very limited vocabulary, may have incorrect words and phrases or may not speak at all. Thus, language disorder is usually classified as either receptive or expressive.

In my opinion, speech disorder and language impairment have close relationship. This is due to the fact that; speech disorder is the part of language impairment. Language impairment is a disorder of language expression and understanding (Heward, 2013). One might be poor expressive or receptive language. In this case, the individual will have disintegration of form, content, and use of a language. For that reason, every child has its own unique language problem.

Additionally, a child may not necessarily have all language impairments. It had been suggested that, language impairment is always listed parallel with other categories such as autism, intellectual disability, hearing impairment and specific learning disability. It usually refers to the presence of poor language, but is not necessarily decisive for a child with language impairment (Reilly, Bishop & Tomblin, 2014). Therefore, children with autism, intellectual disability, hearing impairment and specific learning disability are likely to have language impairment.

Sjøvik (2014:174-177) presented Reynells model of receptive language process and expressive language process. Receptive language process consists of linguistic impact in the environment, sensory channels, language understanding (to perceive the linguistic patterns as the meaning concerns) and comprehension and integration (influence to expressive language). Expressive language process consists of expressive language (coding for meaningful vocalization patterns), channels for articulated speech, and receivers in the environment. Therefore, when a child comprehends and integrate a particular idea, she/he can be able to express that idea. It had been clarified that articulated speech also depends on fine motor skills in speech organs. Conversely, children can develop and use both receptive and inner or internal processes relatively well despite the lack of expressive language skills. The language is built from a particular environment towards a particular social context. Then interaction cannot be avoided for communication.

Primary and Secondary language disorder

Bernstein and Seiger-Gardener divided childhood language disorders into two categories, primary and secondary (Bernstein & Tiegerman (2009: 18). A primary language disorder exists when a language deficit cannot be accounted for by a peripheral sensory deficit such as hearing loss, a cognitive deficit such as mental retardation, a social impairment such as Autism Spectrum Disorder (ASD), or harmful environmental conditions such as parental drug

abuse. It was presumed due to impairment of the central nervous system to be known as specific language impairment. Children are classified as having specific language impairment when they are in pre-schools and language learning disability when they reach school age (Bernstein & Tiegerman (2009) had cited Owens, Metz & Hass, 2007). Secondary language impairment is a disorder which is associated with sensory (hearing loss), cognitive (mental retardation), or social (Autism Spectrum Disability) impairment. It is known as general language impairment. My study focuses on general language impairment which is when a child with language impairment may have other disabilities which adversely affects the performance of language capability such as Intellectual disability.

2.2.1 Children with Language impairment

Every child has its own personality. The language performance of a child with language impairment will characterise in different manners. This means a child with language impairment may have other disabilities which can result in having poor language. Every child with language impairment face different difficulties of language due to the severity of other disabilities for example; one may have attention deficit hyperactive disorder (ADHD), Autism, and Down syndrome. A child with language impairment will differ from one child to another. Different scholars have given different characteristics concerning children with language impairment.

Owens (2014:19-21) presented that it may be a child with difficulty in one aspect of language for example syntax, but in reality, that child has often deficits in other different aspects of language and the process of communication. For example, many children with pragmatic difficulties also demonstrate poor receptive vocabulary and poor picture-naming abilities. Additionally, many of these children also make semantic errors, nonrelated errors and omissions than their typically developing peers (Owen (2014) had cited Ketelaars et al. 2011). Also, children with language impairment such as late –talkers may have different learning style and use learning strategies less frequently or less effectively (Owen (2014) had cited Jones Moyle, Ellis Weismer, Evan, &Lindstrom 2007).

Bishop & Leonard (2004: 76-81) showed that generally, it has been concentrated that it is speech or language which contributes most of the difficulties with developing phonological awareness skills rather than pinpointing the underlying speech and language processing skills which subsequently affect literacy development for those children with spoken language

impairments. Thus, the children with both speech and language difficulties performed differently from the children with specific speech-only problems on tasks investigating both speech output skills and phonological representations. The children with both difficulties, their speech difficulties were more severe and demonstrated more pervasive speech processing problems involving both input and output channels. The ones with speech-only subgroup had intact phonological representations, less severe speech difficulties and appropriate language skills. In this case, it is not necessarily children with specific speech output difficulties who have input deficits affecting the precision of their phonological representations. Therefore, if language problems co-occur then input processing problems are more likely to be present (Bishop & Leonard (2004: 76-81).

Furthermore, Brownlie, Bao & Beitchman (2016:1061-1062) proposed that, expressive language impairments can make it difficult to participate in verbal exchanges; poor comprehension can interfere with understanding verbal discourse and social context, adding to challenges in social participation. For instance, the communication difficulty can happen due to poor production of language that can lead to negative response from others. This is because the particular child may sound younger than their peers or may be perceived as unusual or odd.

2.3 Causes of language impairment

According to Owens (2014:23-63) there is no specified cause(s) for the language impairment that have been proved. Possible causes have been believed to be the cause of language impairment with consideration of the severity of the disability the individual child has or how the individual child has been raised. It might be that a disability influences the language impairment. For example; a child with intellectual disability may have language difficulties due to the low intellectual capability that leads to a limited language production. Language impairment varies from child to child. The possible causes for the language impairment are biological factors and social environmental factors.

Heward (2013: 274-309) mentioned researchers indicate that genetics may contribute to communication problems and it links to phonological disorders and stuttering. Environmental influences can affect language delay, disordered or absent language. For example, a child who has little stimulation at home and few chances to speak, listen, explore and interact with others will probably have little motivation for communication.

2.4 Assessment and strategic ways/intervention of improving language of children with Language impairment

2.4.1 Assessment

Law (1992: 109-130) discussed the process of early identification and various types of assessment. In the discussion, a variety of different formal procedures have been generated to identify children with speech and language impairment which are assessment, checklist, observation and a combination. Bernstein & Tiegerman (2009: 184-190) expressed the assessment in the use of standardized tests for example norm referenced measures and criterion referenced measures. These tests are not used in Tanzania.

Law (1992) continued to clarify that, assessment have only been used by professionals while checklists and observations have tended to be shared between professionals and parents. The checklist may be used by the parent or professional when considering the milestones of the individual child. Observation is most commonly used but as soon as it is used to extend information beyond the measures adopted it becomes very difficult to know which standard is being used. The combination of the checklist and observation may be used with one or two activities with the child, and a few questions may be asked in relation to what has been experienced. Furthermore, parents should be involved in early identification, and their role is relevant. There should be clear information about the language impairment readily available for distribution to parents and one should always pay attention to their views and opinions.

According to my experience from Tanzania, assessment is conducted through the involvement of the parents, caregivers or relatives living with the child, teachers or special education teachers and other professionals such as doctors, physical therapists and occupational therapists. It is common to use observation when filling the questionnaire for obtaining background information about the child (see appendix five). Normally a parent or caregiver or relative takes the child to a pre-school of special education. On first day, the assessment starts before it is decided which level of pre-school the child can be placed in.

2.4.2 Intervention strategies

Bernstein & Tiegerman (2009: 191-194) showed that the intervention strategies can also be understood as facilitative techniques. These are modelling, enhanced milieu teaching, and

elicitation or imitative techniques. Modelling is a technique in which the targeted linguistic form or behaviour is presented to the child by a Speech Language Pathologist. It allows the child to hear the appropriate target in a naturalistic context. For example, while playing with the child, the caregiver can hold a toy doll and act out the action of jumping to present 'progressive -ing'.

Enhanced milieu teaching is a method of intervention that employs language facilitating techniques in a naturalistic, conversation-like context (Bernstein & Tiegerman (2009) had cited Kaiser, 2000). It focuses on four types of teaching strategies modelling, mand-model procedure (it provides a child with a choice like when being asked if a ball is red or blue). It is provided by the therapist or caregiver. Time delay procedure predicts a child's needs or desire. Incidental teaching procedure is similar to some of the mentioned strategies, as facilitative play used in elicitation and imitative techniques where the child receives a visual prompt, such as pictures or a toy that provides him or her with incentives to verbalize. Also, a child's response is reinforced by verbal praise or a reward (Bernstein & Tiegerman, 2009: 191-194).

According to Lahey (1988: 387-389) the use of language can be affected by focusing on labelling pictures instead of talking about objects and events in the child's natural environment. This method can make it easier for the child to say the words. Facilitation of content or form involves presentation of tangible linguistic and non linguistic events. Timing and repetition can be used. In timing, to facilitate content or form interaction is to arrange for the child to experience objects and events in the environment at the same time as the linguistic forms that represent such objects and events are present. The facilitator's task is to provide experiences that clearly demonstrate certain concepts while providing the linguistic forms that code these concepts at a time when a child is attentive of both. The child is guided from known to unknown. Repetition is also used to facilitate language learning. It takes time for a child to experience linguistic forms used concurrently with a non-linguistic when being demonstrated. It involves increasing the frequency of exposure to certain linguistic forms in context of the language they code. Often children with language disorders need more repetition than a normal functioning child to learning the language.

Parents can also support the children with language impairment to learn language. Jones (2014) explained that the parent's involvement plays a great part in the language learning of a

child with language impairment such as when it has been demonstrated about to get a child to talk. It was suggested that the parent has to be specific about what she/he want to talk to the child and to take turns talking as one is the speaker the other the listener and vice versa. And the first step is to make it motivational for the children to practise and engage in a real conversation. Parents can find a reward system for the child and verbalise and encourage the use of words as well as a conversation with the child. With reference to the findings of my study and personal experience, some parents still perceive children with disabilities as a burden and opt not to send them to school in Tanzania. Additionally, teachers' education and school curriculum do not incorporate the needs of disabled persons. This means that the education system do not cater the individual needs of children with disabilities. As a result, there is lack of resources in teaching and learning process for the children with disabilities (United Republic of Tanzania-National Policy on Disability, 2004).

Deevy (2009: 492-495) added that picture selection and act out as techniques that can be used to test comprehension of individual words or discourses. In picture selection, the child is presented with an array of pictures and must choose the one that illustrate the meaning of a word or sentence. The act –out task has a more limited use than picture selection. It tests sentence-level comprehension in structures in which the intended linguistic idea is of interest. For example, children were asked to demonstrate their understanding of the test sentence by acting out the sentence with toys.

Høigård (2013: 30-31) discussed about song that the infant has great receptivity to the feelings that the voices convey. The song creates contact and good development conditions for the child. The end of the first year of life, some children begin to contribute singular words to a song. Some children's songs belong with movement such as clapping or hand gestures. In addition to the joy of the song and the contact with the adult, the child experiences something about communication. Olsen (Logopedisk senter i Trondheim, u.d) showed that good articulation depends on good tongue muscles. It is important that anyone who wants to train articulation will learn to control the movements of the tongue consciously.

2.4.3 Principles of assessment and intervention

In spite of the discussed intervention techniques or strategies which can be used with children with language impairment Bernstein & Tiegerman (1993: 390-393; 2009: 270- 288) pointed that there are intervention methods that suggests towards cognitive functioning and language processes of most children with mental retardation. These are the termed principles and techniques for intervention. Highlighting new or relevant material, pre-organizing information, training rehearsal strategies, use over learning and repetition, and to practice in a natural environment. It is recommended to begin as early as possible with these techniques and follow the developmental guidelines.

They went on explaining each principle for intervention with clients who are mentally retarded. Highlighting new or relevant material is important so that the client does not miss new information and materials, or assume them to be unimportant. For example, new pictures on a communication board might be drawn in different colours or placed on a special area of the board. The required certain response to a particular stimuli can also be highlighted. For example, words such as yesterday and last week can determine the use of past tense. Pre-organising information helps the learners with mental retardation to retain information better if it is organized first and the learning task is explained by the teacher (Bernstein & Tiegerman, 1993; 2009).

Training rehearsal strategies enable mild and moderate retarded to improve their memory abilities because the rehearsal aids will transfer to the learned material for long term ability to remember. For example, when there is the use of visual information such as gestures. Repetition provides extra training for the child. Training in the natural environment supports active language training. Language learning is more functional if taught in the situations where there is actually a need for language to be used. It motivates a child to learn more language if there is more spontaneous usage (Bernstein & Tiegerman, 1993; 2009).

Parents, teachers and aides are the ones within the natural environment to train language in the natural stimuli. The more parents are involved with children's training the more likely that children's function will generalize in the home and other settings. Parents must be asked to use their training skills at home, they must be taught to adapt training skills which are more informal and they need to receive professional feedback. It is important to begin as early as possible to train language when it is recognized that the child may be at risk for the language

barrier. It is suggested to follow the developmental guidelines when children use single-word verbalizations, then short, multi-word utterances (Bernstein & Tiegerman, 1993; 2009).

Chapter summary

The chapter has presented various literature reviews that provide an historical overview of different studies. A review of literature has briefly described various theories and concepts of language impairment in relation to the focus of my study. The presentation of the literature reviews has been supportive to an understanding and extensive research of my study. In respect of the analysis of my findings, it demanded the suitable methodology which is the next chapter.

3.0 Methodology

In this chapter, my study discusses qualitative research in relation to the problem of the study and the phenomenological qualitative design. Thereafter, I have presented the interview method, the semi structure interview, the interview guide, pilot interviews and how I have conducted them. I have described the sample selection of the setting and informants, sample of the study, data collection procedures, conducting the interview, transcription and analysis process in connection to my study. Lastly, I have presented the ethical consideration, my position as a researcher (researcher's position), and quality of the study, reliability and validity of the study.

3.1 Qualitative research.

I have decided to study on: **how do special education teachers experience working with children with language impairment in pre-schools in Tanzania?** With this theme, I have chosen a qualitative approach due to the fact that, I seek descriptions from the teachers' experiences of children with language impairment. Given the nature of my study, it demands explanations on a certain experience about children with language impairment through starting by asking "how..."

I have used the qualitative method because I am interested in understanding how people interpret their experiences, how they construct their worlds and what meaning they attribute to their experiences. Also, qualitative data consist of detailed descriptions of situations, events, people, interactions, and observed behaviours; direct quotations from people about their experiences, attitudes, beliefs, and thoughts. It seeks to capture what people have to say in their own words (Merriam & Tisdell, 2016:6).

The following authors defined qualitative study in their own views and it is of great context with my choice of conducting a qualitative approach. These are Merriam & Tisdell (2016), Creswell (2007:2013) had cited Denzin & Lincoln, 2011:3; 2013:6) and Patton (2015:106). It is according to their views, I clarify the fact that, qualitative research is a way of getting a real sense or meaning on a certain idea or experience that an individual is surrounded with. It guides a researcher to feel and face the actual environment of the idea being studied. It reflects the daily life of the individuals. Hence, it is much more practical oriented. That is,

any researcher who attempts to use the qualitative research methods, he /she will come across the daily practices of the individuals studied.

Considering the knowledge on qualitative research, the method has enabled to answer my problem **“How do special education teachers experience working with children with language impairment in pre-schools in Tanzania”**. I was interested in asking special education teachers in order to attain insights and knowledge so that my goal on the study could be achieved. Merriam (2009: 22-23) pointed a central characteristic of qualitative research that individuals construct reality in interaction with their social worlds. In addition, Creswell (2007: 39-41) explained the reasons of conducting qualitative research should be a problem being explored.

3.2 Phenomenological qualitative design

According to Creswell (2013:69-110) there are several qualitative approaches such as narrative research, phenomenological research, grounded theory research, ethnographic research and case study research. This project has used phenomenology which focuses on the essence or structure of an experience (phenomenon). The reason for choosing this method is because qualitative studies tend to provide more details about uniqueness of the particular child conditions than quantitative studies (Mertens & Mclaughlin, 2004: 95.110).

Furthermore, a phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon (Creswell, 2013:76). The researcher collects data from persons who have experienced the phenomenon, and develops a composite description of the essence of the experience for all of the individuals. The description consists of what they experienced and how they experienced it (Moustakas, 1994). Qualitative researchers use the following methods in collecting data that is interview, observation, document and recording review (Mertens & Mclaughlin, 2004: 95-110, Creswell, 2014; 2009: 173-202). This project used basically interview method in collecting data.

3.3 Interview method

Brinkmann & Kvale (2015: 4) described that, the research interview is based on the conversations of daily life and is a professional conversation. It is an interview where

knowledge is constructed in the inter-action between the interviewer and the interviewee. Merriam & Tisdell (2016) had cited deMarrais (2004: 55) who defined that a research interview is a process in which a researcher and participant engage in a conversation focused on questions related to a research study. The main purpose of the interview is to get information studied for a certain goal. This is also explained by Patton (2015: 426) that we interview people to find out things we cannot directly observe such as feelings, thoughts and intentions. And thus, the purpose of interviewing is to allow us to enter into the other person's perspective. In my own view, a research interview method is a formal conversation which is planned and arranged by the interviewer and interviewee in order to obtain a particular knowledge from the information provided by the interviewee.

Creswell (2014; 2009: 173-202) clarified that, in qualitative interview, the researcher conducts face to face interviews which I also conducted to my study. I have used this interview method because it guided me in introspection of my goal of the study. This means that, I got the findings by inspecting one's own thoughts and feelings during the interview about the need of the study. In addition to that, it helps me to express various experiences and adventures in analysing the findings (Befring, 2015: 109-115).

An interview can be categorized into highly structured, semi structured, or unstructured (Merriam & Tisdell (2016: 107-111)). These differ according to the amount of structure inherent in the interview. Thus, highly structured is standardized interviews, questions and the order are predetermined and more structured. Semi structured is a mix of more open ended and less structured questions. Unstructured is informal interview whereby no predetermined set of questions and the interview is essentially exploratory. This study used semi structure interview.

3.3.1 Semi structure interview

I have used semi structure interview because it has the purpose of obtaining descriptions of the life of the interviewee in order to interpret the meaning of the described phenomena (Brinkmann & Kvale (2015:6). Moreover, there were questions prepared (interview guide – see appendix one) to be interviewed in relation to the topic of the project. Also, the flexibility was expected in order to fulfil the intended goal of the project. This means, prompts could be applied during the interview. This is supported by Punch & Oancea (2014:181-216) when

they explained that, semi structure interviews are guided by a set of questions and prompts for discussion, but have built in flexibility to adapt to a particular respondents and situations. In this case, I made follow up questions in the interview guide in order to help the informant to expand their answers towards the depth of the focus of the study. I recorded the interview which was a face to face interview. Therefore, I used the audio recorder during the pilot interviewing as well as the aimed interviews. I recorded from the beginning to the end of the interview.

3.3.2 Interview guide

I designed an interview guide according to my theme and purpose of my study under the guidance of my supervisors. I made it to be specific to the focus of my study although other sub questions could be followed up. This means that, I constructed some main open ended questions and some other sub questions towards a particular idea asked. All questions demanded descriptions from the experience (see appendix one). It is proposed that most of the interviews in qualitative research are semi structured. Thus, the interview guide will probably contain several specific questions that one want to ask everyone and some more open-ended questions that could be followed up with probes (Merriam & Tisdell, 2016:124-125).

3.3.3 Pilot interviews

In my study, I conducted pilot interviews before the aimed interviews. It was intended to test the interview guide to see if it would provide what was expected or not. Any occurrence of a problem or challenge to an interview guide could demand a correction in order to achieve the goals set. The respondent used for the pilot interview was to have the same status as others aimed for the study. Thus, my study used two respondents as a pilot study. The first one was having a one year experience in working with children with language impairment; the rest of the experience, she was not working with children with language impairment. This first respondent for the pilot interview did not qualify to have two years of experience with children with language impairment.

I decided to find the second interviewee, and the headmaster at the school informed me that the teacher had more than two years of experience working with children with language impairment. There were no great changes made to my interview guide after the pilot

interviews. Instead, there were slight changes on the language preferred. I gave the freedom of choosing the language one prefers even using two of them; Swahili or English. Also, I made some changes of the interview guide orally through translating some of the questions into Swahili language. The questions were clear because they were very close to the aimed study.

I believe that the pilot interviews have strengthened the validity and reliability of my study, and have supported the goal of the study. Through conducting the pilot interviews, I experienced that, the questions were relevant to the subject of the study. The interviewees were directly giving answers from their own experience of working with children with language impairment. Not all answers were positive but they corresponded to what had been asked in relation to their experience and frame of reference. The interviewees were supportive of the study and were able to express with reasons what they did and did not experience in working with children with language impairment.

3.4 Sample selection of the setting and informants

The setting of my study is Tanzania in Tanga region. I selected to conduct my study in my own country due to cultural and societal influence. I am familiar with our culture despite having different tribes that leads to different tribal languages. We have a common language which is also a national language. That is Swahili language. It is mainly used as a medium of instructions, mostly for communication formally and informally. It is used as a medium of instruction in public primary schools and pre-schools.

I was interested with pre-schools which have pupils with language impairment. The reason was to be sure of obtaining the data on how special education teachers experience working with children with language impairment. I consulted the regional education officer who also consulted the municipal education officer to allocate me specifically to the schools of interest. (Letter of permission-see appendix four). These were five pre-schools although I aimed three pre schools. In the two other pre-schools, I conducted pilot interviews.

From each of the three pre-schools, I had the opportunity to interview one special education teacher who had experience of at least two years in working with children with language impairment. Based on each interviewee's experience, the special education teacher was able to express a lot from his working experience on children with language impairment, and

would have technical and creative strategies on working with children with language impairment.

In that case, purpose/criterion sampling is used in my study. It shows the criteria of the interviewee to meet the goals of the study. Merriam & Tisdell (2016:96,294) expressed that: the most appropriate sampling strategy is non probability being called purposive. It is based on the assumption that the investigator wants to discover, understand and gain insight. In that way, the investigator must select a sample from which most can be learned. A qualitative study uses purposeful sampling or purposive sampling; sometimes the term criterion sampling is used. Moreover, Creswell (2013:155) pointed that, for the phenomenological studies, criterion sampling works well when all individuals studied represent people who have experienced the phenomenon.

3.4.1 Sample of the study

The samples of my study are three teachers, and they are all special education teachers. They were asked permission to participate in the study both face to face orally and written, through their administration. They agreed and understood the theme and purpose of the study (informed consent-see appendix two). The three special education teachers were interviewed at different times and different pre-schools in Tanga, Tanzania. I preferred this number of informants in order to manage effective interview sessions. Interviewing three special education teachers from different pre-schools for the same questions was done for the purpose of getting different experiences or means on how they work with pupils with language impairment. I aimed to interview the special education teachers because they have knowledge to deal with pupils with language impairment in different ways of practice. Creswell (2013) showed that in triangulation, researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence.

It has helped me to understand how teachers work with children with language impairment from different pre-schools located in Tanga, Tanzania, for instance the methods used in teaching. I conducted the interview in Swahili and English Languages. I translated Swahili language into English language. The experience of the three respondents was; one had two years and some months, the second had six years, and the third had twenty-seven years of experience as a special education teacher in pre-school.

Informant one is female and special education teacher. She is qualified as a certificate holder being specialized in cognitive disabilities. According to the Tanzania education system, she is professionally qualified to teach at the primary schools including pre-schools. She has been working in pre-schools as a special education teacher for six years. This implies, she has also been working with children with language impairment for six years.

Informant two is also female and a special education teacher. Her educational qualification is a degree holder in special needs education. She has also specialized in cognitive disabilities. She has worked for several years in other primary schools. She has two years of experience in working at the pre-school with children with language impairment.

Informant three is male and a special education teacher. His educational level is a diploma holder in special needs education. He specialized in cognitive disabilities, and has been working for twenty-seven years with children with language impairment.

3.5 Data collection procedures

I had specified my theme of working with children with language impairment. I aimed to find out how special education teachers experience working with children with language impairment as a qualitative study and used semi structure interviews. I have collected my data in Tanga region, Tanzania. In the same site, I focused on three preschools of special needs education. Each one is administered by regular primary schools. From each preschool, I interviewed one special education teacher. I conducted the interview at one of the offices located at each preschool. The same procedure was done in all the interviews. Creswell (2013:150) argued in a phenomenological study that, the participants may be located at a single site, although they may not be.

I obtained the permission of collection of data from the University of NTNU and QMUC (see appendix three). Under the supervision of my supervisors, I got a permission letter. The letter formalized the whole process of getting permission in Tanzania, Tanga region. The regional educational officer of Tanga has written another letter which was directed to the municipality educational officer. Then, another permission letter was written for meeting the five heads of the chosen primary schools (see appendix four). In the primary schools chosen, special education preschools were under their control. I met every head of these primary schools.

Every head of schools introduced me to the special education teacher in a particular pre-school according to my theme and purpose of my study. This is supported by Creswell (2013: 151) said that qualitative research involves the study of a research site and gaining permission to study the site in a way that will enable easy collection of data.

All the special education teachers were ready and willing to participate in the interview and they all agreed to sign this agreement in response to the demand of my study (see appendix II). Creswell (2013: 155) advised that, in a phenomenological study in which the sample includes individuals who have experienced the phenomena, it is important to obtain participants' written permission to be studied. In spite of being permitted to five pre-schools, the study focused on three pre-schools.

In addition, Creswell (2013: 157) had cited Pinnergar & Daynes (2007) who analysed that, qualitative research is not only to study a few sites or individuals but also to collect extensive details about each site or individual studied. Also, in phenomenology the number of participants starts from one respondent (Creswell (2013) had cited Polkinghorne, 1989). Therefore, I established a good relation between all the persons I came across seeking the permission, and I received a welcoming and positive acceptance from all the informants. We arranged a specific time for conducting the interview, and it was different days for seeking permission and conducting the interview at each pre-school.

3.6 Conducting the interview

Based on the interview guide, I conducted face to face semi structure interview in response to the subject matter of this study. The reason was to get enough clarification and explanation on my subject matter, through flexibility of the specified questions. During the interview session, I was able to probe and pose a question from what I did not understand clearly. Brinkmann & Kvale (2015: 150) described the semi structured life world interview seeks to obtain descriptions of the life and world of the interviewee with respect to interpreting the meaning of the described phenomena.

I started the interview by introducing myself. I established a good contact and interest of what I want to know respectively. I explained the purpose of the interview and the use of a sound recorder. I defined the situation for the interviewee and asked if there were questions

before the interview started. When the interviewee was ready, we started the interview by asking the questions respectively. I listened attentively to what the interviewee said and I posed some questions when I needed more explanation on a particular idea. I was neutral and less talkative. I gave the interviewee the opportunity to express as much as possible despite the extra unrelated information provided. All the interviewees were free to express their views on what they have experienced. When I ended the interview, I allowed the interviewee to express anything of interest towards the study that had not been covered in my questions. The interview took about 45-60 minutes (Brinkmann & Kvale, 2015).

3.7 Transcription

Transcription simply means transformation of the oral to the written form. It is also translation from an oral language to a written language. It is an interpretative process, where the differences between oral speech and written texts give rise to a series of practical and principal issues (Brinkmann & Kvale, 2015:203-214). I transcribed the recorded interview of all three informants. As soon as I was done with the interviews I completed the transcriptions, and transferred all the interviews to my computer. My computer is safe with a personal password.

After that, I could listen several times to the audios/sounds and replaying the particular interview in specific flow of conversations. Then, I translated the Swahili language transcriptions to English language. It is because Swahili language was also used during the interview session. With this, I gained clear descriptions as the informants wished to express in a particular experience in Swahili language, although it is a challenge to translate into English. The translation was a challenge, and it took a lot of time and effort. With that, I still needed to maintain the nature of the informants' descriptions into English regardless of the time used.

3.8 Analysis process

To analyze means to separate something into parts or elements. The analysis of an interview is interspersed between the initial information told by the interviewee to the researcher and the final information told by the researcher to the audience. It involves coding the interviews, developing the meanings of the interviews, bringing subjects' own understanding into the

light, and providing new perspectives from the researcher (Brinkmann & Kvale, 2015: 215-229).

My study focused on inductive mode of analysis which means the process of observing a number of instances in order to say something general about the given class of instances. It deals with empirical data to related theories (Brinkmann & Kvale, 2015:229). Tjora (2017: 18-23) described stepwise deductive-inductive method as analysing in stages from the raw data to concepts or theory. Deductive deals with theories to empirical data and inductive deals with empirical data to theories. I also used deductive approach as I had some categories in mind from my interview guide and from the theories I presented in this chapter and the next chapter.

Therefore, my study applied stepwise deductive-inductive method of analysis. I had read my findings several times to identify codes and grouping them into categories alongside the transcripts, reviewing the categories and revising the categories accordingly and looking for the related themes of the findings in each category. Manen (2016: 312) expressed that phenomenological research projects concern with identifying themes that belong to the phenomena or events. My study specifically used the stepwise deductive-inductive method (Tjora (2017) because I used interview guide to obtain some categories. I categorized the data from the three interviews which used the same interview guide prepared according to the themes. However, I derived seven categories into different themes related to my study. I have found main categories and sub categories which are described in table two from the interviews of all the informants.

Table two: Main categories and sub categories obtained from my findings

Main Categories	Sub Categories
Common experience with language impairment	
Positive experience with language impairment	
Identification of a child with language impairment.	
Involvement of parents	

Motivation and Commitment	
Participatory methods	<ul style="list-style-type: none"> -Use of pictures, drawings and Realia -Repetition -Use of songs -Strengthening the speech organs -Use of mirror and cartoon
Challenges	

3.9 Ethical consideration

Ethical issues were maintained during the whole process of my study from the beginning to the end. Ethics plays a great role when conducting any study. It is well practised in relation to the familiarity of the cultural and environment where the project is studied. According to Brinkmann & Kvale (2015:91-99) discussed ethical guidelines are divided into four criteria; informed consent, confidentiality, consequences and the role of the researcher. They also recommended that ethical guidelines should be reconfigured pragmatically as tools to think with in fields of uncertainty, rather than being seen as the final moral authority that ignores real life ambiguities and uncertainties. In that case, my study had been conducted with full ethical consideration through considering all the criteria mentioned and described below.

With the point of informed consent, I had asked permission from the region educational officer in Tanga, Tanzania. I expressed the overall purpose and main features of my study to the region educational officer. The region educational officer wrote another letter and forwarded my request to the municipality educational officer. The municipality educational officer understood the purpose and main features of my study. Then, they wrote another letter forwarding my request to the headmasters at the schools where the special education pre-schools are allocated.

I met the headmasters of the schools before I met the informants. When I had met every headmaster of the primary schools, every headmaster had called the informant. I had given a brief explanation about my study to the informant in spite of the informant being informed by

his/her headmaster. Thereafter, we arranged when to meet for the interview. The request of permission was done in writing when meeting face to face with the headmaster and the informant. The informants signed that they would show up and that they were willing and ready to be interviewed, and that their signature would not be displayed. (See appendix two) Kaiser (2012) showed that, confidentiality is the agreement with the participant about what may be done with the data that arise from their participation. I explained to every informant that all the information obtained from them were anonymous and will not be displayed by their names. And there will not be any exposing of names of the individuals or the schools used in my study. This means that, anonymity will be highly maintained. I insisted that, their willingness and readiness for the interview was important. I explained to them that they were free to stop the interview at any time if they needed a break or they feel uncomfortable of proceeding with the interview session. When an interviewee needed a break due to official responsibilities it had no consequences that affected the study or the quality of the interview.

3.10 Researcher's position

The researcher's position is determined by the role of the researcher to a particular study. This means that to what extent the researcher plays a great role in a study. Brinkmann & Kvale (2015:97) commented that in interviewing, the importance of the researcher's integrity is magnified due to the fact that the interviewer himself or herself is the main instrument for getting knowledge.

As a researcher, I was very sensitive and committed to moral issues and action. I understand that my role as a researcher can affect the study. Merriam & Tisdell, (2016) had cited Probst & Berenson (2014) who said that the researcher's position or reflexivity is how the researcher affects and is affected by the research process. I respected all the informants and value their interest when needed during the interview. I was patient enough when I had to wait as the interviewee needed a break. I lowered my status of education by informing them that I was a student or learner who is eager to learn from their experience. I did this purposeful to let them gain interest and open to share their views.

I reflected the whole process of my study in relation to my focus of the study. This implies that I had biases, dispositions, assumptions and experiences regarding my study. I reflected the findings to my cultural influence and other related aspects towards my study. This

enabled me to increase the knowledge on how special education teachers can work with children with language impairment. Merriam & Tisdell, (2016) had cited Maxwell (2013:124) who analysed the reasons for making individual perspectives, biases, and assumptions clear to the reader is not to eliminate the researcher's theories, beliefs and perceptual lens, but it is to understand how a particular researcher's values and expectations influenced the conduct and conclusions of the study. Furthermore, I clarified the past experience, biases, and prejudices to shape the interpretation and approach of my qualitative study.

The Pre-Knowledge of the researcher

I am a regular teacher of English and Swahili language with diploma of education in Tanzania. I am also a special education teacher of cognitive disabilities and English language with a bachelor in special needs education in Tanzania. Currently, I pursue the early childhood in special needs education in Norway. I have the knowledge of language impairment through my previous studies and the current studies that I learnt from my lectures' lessons and syllabus books. I had experienced about working with children with language impairment during the practise period from past and present studies. I am aware that, my knowledge would influence towards the field of my study but I was conscious to not let my knowledge influence the interviewees. My attitudes and expectations were to get knowledge of special education teachers' experience in working with children with language impairment regardless of my knowledge as a special education teacher and experience.

3.11 Quality of the study

My study is well qualified through the strategies I worked on in regards to validity and reliability in achieving the intended goal. Merriam & Tisdell (2016: 239) had cited Lincoln & Guba (1985) who explained the two aspects (validity and reliability) to point credibility, transferability, dependability and confirmability for internal validity; external validity, reliability and objectivity were for a while widely adopted in qualitative research. Merriam & Tisdell (2016: 238-260) had cited (Denzin & Lincoln, 2011; Patton, 2015) who discussed that, internal validity or credibility deals with the question of how research findings match the reality. External validity or transferability is concerned with the extent to which the findings of one study can be applied to other situation. It calls for careful thinking of totally different conceptualization of validity and reliability.

Merriam & Tisdell, (2016:239) showed a serious rethinking of such terms as validity, generalizability and reliability. My project has considered basically validity and reliability whereby other criteria mentioned are determined in one way or another. I had chosen the two terms (validity and reliability) because they were the most common words used in most of the literature. Also, they were in common language as expressed by Brinkmann & Kvale (2015: 281). According to Merriam & Tisdell (2016:237) pointed that, all research should produce valid and reliable knowledge in an ethical manner. This is because one will be able to trust research results and it is especially important to professionals in applied fields as practitioners intervene in people's life.

3.11.1 Reliability

Reliability pertains to the consistency and trustworthiness of research findings. It is often treated in relation to the issue of whether a finding is reproducible at other times and by other researchers, said by Brinkmann & Kvale (2015: 281). On the other hand, it is argued that, reliability is problematic in the social sciences. It is because human behaviour is never static, nor is what many experience necessarily more reliable than what one person experiences. Thus, the strongest matter in qualitative research is whether the results are consistent with the data collected and make sense. Hence, the reliability of documents and personal accounts can be accessed through various techniques of analysis and triangulation (Merriam & Tisdell, 2016: 250-253).

My study will be useful to those who have related themes and problems because I have provided clear descriptions in my research process. In spite of that, other researchers might not produce the same results as I obtained. The reason being, every experience goes with time. The experience of yesterday might not be of today. Moreover, there can be certain related and associated views in one way or another. In my study, there is great consistent and trustworthiness due to the fact that the findings correlate to the problem of the study. There is great coherence between the themes of the study towards the specific problem of the study.

I think my study is more reliable to myself as a novice researcher because I have conducted my study in an exact and accurate manner of the research process. The time provided for the interview were made clear to the informant before the interview started, and it made both me and the interviewee more comfortable and able to conduct the interview without any stress. I

had previously tested the interview guide and prepared the questions thoroughly, which made me well prepared. I am motivated and eager to conduct further studies in relation to my field of education, and I believe that the findings in my study, to certain extent are of good quality.

3.11.2 Validity

Validity is the truth, the correctness and the strength of the statement. In social sciences, validity pertains to whether a method investigates what it purports to investigate. It pertains to the degree that a method investigates what it is intended to investigate to reflect the phenomena (Brinkmann & Kvale, 2015: 282-283). With this, my study is valid due to the fact that the problem investigated corresponds to the findings as aimed. And, more explanation is provided to what extent my study is valid internally and externally.

Merriam & Tisdell (2016: 242-243) commented that internal validity or credibility deals with the coherence of the findings in relation to the problem of the study. This means that the matching of the findings relates to the theme intended. To what extent the findings match the reality towards the problem of the study or to what extent are the findings credible. It is argued that reality is what we choose to question at the moment (Merriam & Tisdell, 2016) had cited Becker (1993:220) who said that data do not speak for themselves; there is always an interpreter or translator (Merriam & Tisdell, 2016). Furthermore, Merriam & Tisdell (2016) had cited Maxwell (2013:121) who supported that one can never really capture reality. And, validity is never something that can be proved or taken for granted. Thus, validity is relative. It has to be assessed in relationship to the purposes and circumstances of the research, rather than being a context-independent property of methods or conclusions.

Considering that, I conducted my study at different special education pre-schools in my home country Tanzania, my study has increased credibility due to the fact that I am familiar with the social and cultural perspectives. Using the common language of Swahili resulted in the freedom of expression of the informants despite they also used English language in some circumstances. Merriam & Tisdell had cited Wolcott (2005: 160) who wrote about how to increase the correspondence between the research and the real world. So, Swahili has increased the correspondence of my study. It is applied well to my study because using Swahili, it has also increased correspondence between the research and the real experience of the respondents. It enabled me as a researcher to understand and investigate the details on my problem of the study during the interview sessions more easily.

Other than that, I used adequate engagement in data collection. I tried to be very close in participants' understanding of a phenomenon and prompt some other sub question for me to understand what they meant. I had also had enough time during the interview session, and I used 45-60 minutes for every informant. On the other hand, some questions were answered negatively because the informants had not experienced the idea being asked, and I determined the replies as the questions were responded. Patton (2015:654) explained that there is often no clear cut of "yes" or "no" answer to whether data support an alternative explanation, rather one searches for the best fit, the preponderance of evidence.

External validity or transferability had been explained as the extent to which the findings of one study can be applied to other situations (Merriam & Tisdell, 2016:253). This applies to the question of generalizability although it was argued that the study must be internally valid, there is no point in asking whether meaningless information has any general applicability. As a researcher, I have to relate to the meaningful information to meet the validity of the study. Furthermore, the researcher can affect factors that might influence the outcomes of the study. It is also expressed that, in qualitative research, a single case or small, non-random, purposeful sample is selected precisely because the researcher wishes to understand the particular in depth, not to find out what is generally true of the majority (Merriam & Tisdell, 2016).

Merriam & Tisdell (2016) had cited Lincoln & Guba (1985:298) who proposed that the researcher need to provide sufficient descriptive data to make transferability possible. This is due to the fact that the original researcher cannot know the sites to which transferability might be thought, but the appliers can and do. Merriam & Tisdell (2016) had cited Maxwell (2013: 138) and explained that, using rich, thick description as strategy enable transferability, it gives a description of the setting and participants of the study and a detailed description of the findings with adequate evidence presented in the form of quotes from participant interviews. Transferability can be possible in some extent if the reader recognizes that the situation described in the data is similar to another situation.

My goal of the research was to expand the knowledge by understanding the details of my study through special education teachers' experience towards children with language impairment, and become useful in practising my field of study. In addition to other

researchers being able to use my findings, I also believe that my study and findings may specifically be useful to special education teachers in Tanzania because my findings reflect current challenges for special education teachers in Tanzania. I think there is considerable information from my study which teachers in Tanzania can benefit from. I conducted my findings in the big city in Tanga, but I believe the knowledge obtained will also be helpful to the areas outside of Tanga when my study become available to the public. My study has shown thorough descriptions of the findings, and it implies the evidence of the findings provided by the participants. Postholm (2005: 131) explained that naturalistic generalization is about the usefulness of research findings. The reader of the text can recognize their own situation in the description, and the experiences and findings described in the text can be perceived as useful for their own situation.

Chapter summary

This chapter has discussed the research methodology of my study which is qualitative research. My study has used phenomenological qualitative approach in response to the theme of my study that how special education teachers experience working with children with language impairment in pre-schools. The study has applied semi structure interview which was conducted with the prepared interview guide. Ethics and quality of the study are well described and maintained towards my study. The three special education teachers were interviewed from different pre-schools to obtain the data. The data collected must be analysed to achieve the intended goal. Therefore, the following chapter presents the analysis of the data collected from the three informants.

4.0 Presentation of findings and discussion

In this chapter I presented the findings of my study under seven categories. The categories are derived from the three interviews of the three special education teachers from different pre-schools of special needs education in Tanzania. The categories are; common experience with language impairment, positive experience with language impairment, identification of a child with language impairment, involvement of parents, motivation and commitment, participatory methods and challenges in working with children with language impairment. Under participatory methods category, there are sub categories which are; use of pictures, drawings, and realia (the use of real objects), repetition, use of songs, strengthening the speech organs and use of mirror and cartoon in facilitative imitation.

4.1 Common experience with language impairment

All the three informants explained the common different experiences; they had from different special education preschools with language impairment

Informant one said:

Speaking problem and what is said around the surroundings, children with language impairment don't understand because the surroundings are new to them. But after a certain time, they understand (...). So far, children are different, there is one who can understand and the other who cannot understand what has been spoken, this is clear due to their levels of their brain capability. One can name a pen but another cannot be able to name a pen correctly. (Informant one)

Informant one implies that children with speech problems are influenced by the nature and severity of the intellectual disability. They show improvements after a time. Speaking correlates with production of speech process but failing to understand what surrounds them can mean poor comprehension skills. It is a result of being unfamiliar with the new surroundings. Hence, it is experienced different to every child with language impairment.

Informant two commented:

Most of children, we have here are having intellectual disability and speaking difficulty. And there are others, they don't speak clearly and they do not understand the instructions until we use individual special technique. For example children with autism. (Informant two)

Informant two shows that children with intellectual disability also have speaking difficulty. In this situation, they fail to talk correctly such as some children with autism, and some fail to

comprehend what has been said without using a proper technique that fits the individual learning process. Every child with language impairment has its own language difficulty.

Informant three emphasized:

(...) is articulation difficulties, example of children we have with this problem are those with Down syndrome (...). Also, there is another one which is limited perception(...) for example I tell a particular child to bring that chalk on the table, then the child does not respond to anything. (Informant three)

Informant three shows that articulation difficulties lead to limited speech. Teachers are unable to understand what a particular child intends to express in a complete sentence. In addition, children have limited comprehension skills due to limited perception. However, from all the three informants presented the common problem of children with language impairment is to have insufficient expressive language and in some extent limited receptive language. They also pointed that children are different because every individual child has his/her own nature of language difficulty as well as language learning capabilities.

Discussion of the common experiences with language impairment

The findings reveal that the majority of children with language impairment have the common problem of expressive language although it seems to be hand in hand with receptive language in one way or the other. It can be due to the limited internal language processing which causes the expressive language (coding for meaningful vocalization patterns) (Sjøvik: 2014; 174-177). Presences of other associated disabilities in individual children have resulted into language impairment. These disabilities are intellectual disability, Autism and Down syndrome. These disabilities depend on what extent the child is affected by language impairment. The child with language impairment might have language impairment due to the severity of other associated disability she/he has.

In accordance with the findings, a child with difficulty in expressive language results in limited production of language. For instance, the child with speaking difficulty is likely to have limited vocabularies. In this situation, the child will have disruption of the content and use as well as form (Bloom & Lahey, 1978). This can be noted when what should be spoken is unclear, incomplete words or sentences, and incorrect grammar (form). Because of use of incorrect grammar, the information they want to express may not appear clearly (content), and it may not be relevant to the current situation (use). These were described by Heward

(2013:274-309) that an expressive language disorder interferes with the production of language. Also, Brownlie, Bao & Beitchman (2015:1061-1062) expressed that expressive language makes it difficult in verbal exchange and limited comprehension that interferes with verbal discourses and social context. Thus, some has problems with articulation or expressive language, while others also have problems with receptive language. But receptive and expressive language problems also are linked in many cases. In this case, teachers see that children with expressive language difficulty understand the language. The teachers observe that some children with language impairment seem to catch up as they get certain practice and experience. For other children it might take longer time for the improvement of language even after getting certain training. All children with language impairment benefit from the training in different ways.

4.2 Positive experience with language impairment

I used positive experience with language impairment, as informants experienced success on working with children with language impairment. All the informants showed their positive experience in working with children with language impairment.

Informant three said:

There were children who could not speak but later they could speak (...). Also, we had a child with stuttering who was able to reach secondary school regardless of being older than the peers (...). (Informant three)

Informant three tries to tell about the success of children with language impairment to achieve language through speaking. With such information, it provides knowledge and understanding that, it is possible for children with language impairment to improve their learning process.

Informant two commented:

It is a good job. I like it in certain extent, when I see a child who came to join pre-school and is unable to use language then after sometimes she/he is able in a certain way (...) the child becomes useful and productive in the community. (Informant two)

Informant two seems to be enjoying the job with good results or success of her/his efforts with children with language impairment. With such information it provides an insight that proves to give a way forward for a particular child who has achieved certain knowledge so that she/he can use the language in the community.

Informant one recommended:

There are improvements of every child with language impairment. (Informant one)

Informant one has seen that every child is different. It is simply that, every child has her/his improvement in different ways and it takes different pace for individual child.

Discussion of positive experience with language impairment

Referring to my findings, it is common that, everyone expects positive impacts in every action an individual is doing in the teaching and learning process. Informants verified that working with children with language impairment has certain improvements towards language learning and processing. That means, it is not experienced that a child has never improved from the previous situation of language impairment before she/he starts pre-school. With my experience and knowledge I can argue that, it is very wrong to isolate children with language impairment. It is common that other people of rural areas in Tanzania who perceive that children with language impairment have to stay indoors because they cannot interact with others in the community. It should be clear that most of these children can perform even better when they are supported, encouraged and involved in their communities. It means that a child with language impairment should interact with people and be integrated into society to enhance and encourage language in conversation. It is emphasized by Jones (2014) that the first step is to make the demand clear and polite for the children to practise experiment and engage in a real conversation.

4.3 Identification of a child with Language Impairment

All the informants have described when and how they identify a child with language impairment.

Informant three presented:

The first day a child is brought at our preschool, we observe the child through the contact communication of face to face interaction (...). We get historical background of the child from the parents (...) We get children with different ages from five and a half to twelve years (...). Also, the parent has to take the child to the doctor after we have filled our part in the assessment form. Then, the parent brings the form back to us when it is complete filled and we can know which level the child start at the preschool. (Informant three)

The other two informants presented similar views as they follow the same formalities in registering the child with special needs in special education pre-schools in Tanzania.

The informants reveal that the special education teachers identify the child with language impairment when the parents have decided to take their child to the pre-school regardless of the child's age. These teachers are observing the child after interviewing the parents to get details of the child. After that, the doctor is the last assessor of the child. The doctor has to fill or comment in the form which the teachers have started to fill. The child is taken to a doctor by her/his parent(s). When the child is identified as having language impairment through this essential assessment process, the teachers are able to know which level of pre-school class the child can attend. It is also implied that the age of the child does not correspond to the language ability of the child. The special education teachers are careful to make sure that the parents obtain thorough and correct information about the learning process and work methods that are being used with children with language impairment.

Discussion on the Identification of children with language impairment

By discussing what the informants said, it is evident that, most of the Tanzanian parents delay to take their children with language impairment to the preschools. It shows that, teachers receive children with language impairment at the age of five and a half to twelve years old. Law (1992: 128) recommended that the child can be confident with language at the age of two and a half to three years old. It applies almost the same with my experience as a special education teacher that, children are confident with language in two to four years old. In this regard, parents can report their children at pre-schools earlier than the age of five and a half years old. For the reason of being influenced with associated disabilities, the language of a child of five to twelve years is the same as the language expected for a child of one to two years trying to master the language. Referring to the findings, we can understand that, the child is ten years old but her/his language is below the age just like pre-schools children. In this case, when a child goes to pre-school earlier, intervention might lead to the best improvement of the language to that particular child (Law, 1992).

Therefore, with my experience drawn from Tanzania, I understand this study show that; the earlier the child is being identified the better the improvement will be. The assessment which is conducted can be termed as transdisciplinary play –based assessment which involve the child, parent, the special education teachers and other professional who relates to the child's needs like physical and occupational therapists although they have a shortage of a speech and language therapists/pathologist (Bernstein & Tiegerman, 2009: 184-190).

Law (1992: 109-130) suggested about early identification and various types of assessment such as the use of checklists and observation although it is argued that, observation is most commonly used. But as soon as observation is used to extend information beyond the measures adopted, it becomes very difficult to know the standard that is being used. However, most of the children discovered with language impairment are above their normal living age compared with language ability. In that way, they are below the age of language ability. That is the age which they belong; it is not the age in which their peers are expected to be competent to language. From the data, it can be due to the fact that there is lack of knowledge and negative attitude towards children with language impairment in Tanzania. Special education teachers use parents as the best resource towards the children with language impairment which is a proper way if well implemented as proposed by Jones (2014).

4.4 Involvement of parents with children with Language Impairment

All the informants pointed that parents are involved in the learning process of their children. They depend on parents especially in the practice or implementation of what has been instructed at school regardless of the time it takes for the child to master a certain task.

Informant two underlined:

I for example teach how to greet by words and not by shaking hands, such kind of task it should be practised at home by parent. When a child is unable to use words to call her/his parents 'father'/'mother', we help the child. We inform the parents about the child's improvement on language learning such that they have to make follow up despite the homework we give the child to be supervised by their parents. Parents give us feedback too, for example one parent called through mobile phone and expressed her appreciation when her child was able to call her 'mother' (...). (Informant two)

Informant two explains how they cooperate with the parents in working with children with language impairment. Both work in reciprocal manner. That means the teachers or the parents give the feedback to each other on what has been experienced with regard on child's improvement.

Informant three expressed:

A particular idea of language taught to a child must be informed to the parent of the child with language impairment, so that the same idea can be practised at home. (Informant three)

Informant three implies a similar idea on how they involve the parents on working with children with language impairment.

Informant one said:

We talk to parents when they bring their children in the morning and when they come to take them home after school. We tell them for example when they hear their child expressed to go to toilet, they should keep on practising and should not stay away from the child. They should walk together even for shopping trip. (Informant one)

Informant one continued to show how they involve the parents towards working with children with language impairment. It is added that parents should not be discouraged about the situation of their children. They should not distance themselves from their children. They should be close with for communication in their daily life.

However, parents should participate in the teaching and learning process of their children with language impairment. It is meant that the parents will be able to evaluate if their child can produce language through greeting or through calling names, and through a certain expression given by their child with language impairment. Teachers work closely with parents to make sure that what has been instructed at preschools should also be implemented at home. And parents express to teachers what has been improved or performed at their home towards the language of their children.

Discussion on parents' involvement of children with Language Impairment

According to the findings, language needs to be practised in order to develop. Language is one of the main functions of communication. A child with language impairment may master a particular context of language through a certain communication as a main role of language. Thus, parents are involved in the teaching and learning of the language through communication and making follow up of home work with their children. This is because the parents spend more time with their children than the teachers. In my experience and in accordance to the findings, children with special needs such as intellectual disability start their preschools at 8:00-12:00 am. However, parents have more time to practise and evaluate the language improvements of their children with language impairment. Jones (2014) instructs with insistence of the parents participation in different ways towards developing the language of their children. Therefore, both parents (male & female) should be actively involved in conversing with their children and make follow ups of what has been practised or done as a home work.

4.5 Motivation and Commitment.

All the informants clarified on how motivation and commitment are experienced in working with children with language impairment.

Informant one said:

We give a child a ball as a motivation and some balls have sounds or alarm! When a child presses it, she/he laughs. If I see her/him laughing, I understand that she is happy with it (...). When the child is not willing, what is instructed then we need to let her/him get what she/he wants if it is supportive. (Informant one)

Informant one clarified on how they motivate children with language impairment especially when they are not ready to learn. It is aimed to make a child happy and relax in order to learn what a teacher wanted to instruct.

Informant two expressed:

I tell the child to take one of her/ his interested games, and then I play with her. I do this to motivate the child to agree what I focus (...). I know this child like this and the other like that (...). I am with them almost every day. I wish to reach a certain point that a child can have complete expression. (Informant two)

Informant two uses the experience of every child to motivate from the child's interests. It shows clearly that this teacher is motivated and committed to work with the children with language impairment through having great expectation of language improvements of her/his pupils.

Informant three analysed:

There are some lessons we do altogether in the class. One may be unhappy or annoyed because of a certain situation. Mostly when one has answered well, then, we all motivate the child by clapping hands as a reward. So, others put efforts to master what has been done because everyone likes to be rewarded. If it happens that a child has an extra case, one of us works with the child to build the interest politely. (Informant three)

Informant three have added on how they motivate children with language impairment apart from making a child happy. He shows that they motivate their pupils through positive reinforcement in terms of a reward or token.

All the three informants imply that they are committed to make sure they do all they can in relation to the interest of the children with language impairment. They are using different tangible and non tangible objects in their work to motivate the children to participate in learning the language.

Discussion on motivation and Commitment

Motivation and commitment is based on how to stimulate the language learning of children with language impairment. Teachers have to be very committed to overcome challenges that relate to nature of the work they perform on daily bases. Children with language impairment might easily become emotionally upset, and they need to be stable and calm to attain their goal. Motivation has to be done with encouragement to the children with language impairment. It is not necessarily a tangible reward. It can be praise and even calm polite language that encourage the child to learn. Majnemer (2011) emphasized that, motivation is an important personal factor that can influence functioning in children and youth with disabilities.

Therefore, teachers have to figure out what is in the child's interest to stimulate learners with language impairment, especially when they are not motivated. Norwegian Directorate for Education and Training (2013) insisted that, interest from an adult can increase children's motivation. This implies that, when adults such as the teachers show an interest in what children are saying, they are encouraging the children to use more language. They can find out what a child prefers but it should have a particular focus on language learning. Sometimes, it may appear as a verbal praise or token to make the children active and eager to learning but on the other hand it should activate the concentration of language learning in one way or another. Bernstein & Tiegerman (2009: 191-194) pointed that a child's response is reinforced by verbal praise or a token.

4.6 Participatory methods

4.6.1 Use of pictures, drawings and realia

Every informant explained the teaching methods which they used in working with children with language impairment: the use of pictures, drawings and realia (means the use of real objects like a table and chair) in order to connect them with words.

Informant one said that:

We use pictures, drawings and real objects or vivid things in many cases such as naming and expressing things, actions, events and different situations. We use these mainly for what surrounds us or current observed situations, events and actions in relation to words although children with language impairment speak incomplete words or with a long gap. For example the word wa....ter. (Informant one)

Informant one shows the importance of using the pictures, drawings and realia to enhance the teaching and learning of children with language impairment. These children learn more easily observing exactly what is taught as the examples can be provided by pictures, drawings and real objects.

Informant two pointed:

Children with language impairment cannot learn by narration (lecturing) (...). I must demonstrate what I teach with a vivid example using drawings or real objects. (Informant two)

Informant two emphasizes on using the drawings and real objects to teach children with language impairment as narration is not easily conceived to such children.

Informant three underlined:

We focus on vivid actions as daily living activities (DLA). Despite the fact that the child has language delay but still we tell her for example; bring the water! Sometimes, she/he might not be able to speak well but she/he hears well and even she/he might reply that where is the water! We do these actions here at our preschool. (Informant three)

Informant three proved on how they use vivid action in relation to real things which surround the children with language impairment to guide a child's speech.

This implies that using pictures, drawings and realia support the children with language delay for the particular communication intended. It can also mean that when a child chose a picture which she/he is interested in, that child has a certain comprehension skills of what is preferable for her or him. On the other hand, the teacher stimulates the child to say something by using the pictures, drawings and vivid objects. In this case, the child becomes conditioned by the instructions with the pictures, drawings and real objects and starts to have improvement on expressing the words in the presence of what has been already instructed. Thus, teachers use the pictures, drawings and realia in communication of a particular language in spite of incomplete words and sentences or even wrong articulation of words. It enforces improvement of the language of children with language impairment by creative use of pictures, drawings and other related things which increase the learning process.

Discussion on the use of pictures, drawings and real objects

Referring to the findings, creativity of the teachers should be prioritized when using the pictures, drawings and real objects in working with children with language impairment. The reason is that pictures, drawings and real objects help the children to develop their concepts of things. The children can use the pictures, drawing and real objects when focused on the intended goal. The opposite use is when a child has pointed at a picture to express her/his demand and it differs from the intended goal. Due to this, a teacher should be careful and creative in using the aids so that they enhance the language use, content and form. From the findings, a child chose a picture of interest. It is also shown in elicitation and imitative techniques (Bernstein & Tiegerman, 2009: 191-194).

If a child can point at a picture to express his/her demand, then the next question may be why has it been chosen and what is the picture about. After that, it should be reflected on the situation and the picture/drawing/real objects will present what context should be applied. Thus, I concur with the use of picture, drawings and real object to enhance and enforce language if attention and creativity towards a particular context of language is considered carefully. In this case, a child will be guided from known (selected picture/drawing/real object) to unknown (intended other applicable situation). Lahey (1988: 387-389) emphasised on labelling pictures and objects in relation to what is focused. Schwartz (2009: 492-495) explained on picture selection and act out technique towards the language learning. In my own perspective, it looks to be similar like Augmentative and Alternative Communication (AAC) which is essential for early communication development in young children at risk for expressive communication impairments (Owens, 2014: 93-101). The teachers use their own natural way that can be compared to Augmentative and Alternative Communication as a form of assistive technology.

Furthermore, in accordance with the findings, the use of daily living activities is the most significant focus for children with language impairment to learn language for their full participation in communities. Since they have other associated difficulties which might result in weak skills. It is important that they can be fully involved in the communication process. Teachers work through the daily routine of an individual child to develop the language. With this, it influences the children to learn by doing. This means actions give words. A child speaks through actions by the guidance of the teachers. Norwegian Directorate for Education and Training (2013) emphasized that, adults who are interested in the child's intentions and

in what is actually saying should respond with words and actions. In addition to that, adults can put the activities they engage the children in, including the very youngest, into words.

4.6.2 Repetition

All informants admit that repetition and continuity is essential for teaching the children with language impairment.

Informant two presented:

A child cannot master what has been taught in one day, it is continuous by repeating until he/she gets to know the idea (...). Through making repetition, the child can make a mistake but as she/he repeats pronouncing a word, it helps the child to improve. (Informant two)

Informant one said:

We have to repeat several times for children with language impairment to achieve a certain language context. (Informant one)

Informant three underlined:

Children with language impairment forget easily when they come from holiday we repeat most of the context of language taught. (Informant three)

The three informants imply that children with language impairment learn by repetition. It is likely that a child with language impairment does not understand the particular idea taught the first time it is presented, and it is essential that the teacher follow up frequently. The child might make mistakes, but repetition is prerequisite for positive change.

Discussion on Repetition

When discussing my findings, there is a common say that “repetition makes perfect”. It might not be true for children with special needs such as children with language impairment. Instead, we may say that repetition makes a child master a certain performance of language development. This means that, through repetition gives an opportunity for a child to remember the particular idea taught and coping with the situation more easily. On the other hand, perfection of a particular language idea can be obtained, but with time it depends on the level of the disability a child with language impairment is associated with and the capacity of learning and practising the language itself. Other than that, I can note that repetition helps the memory, and it also helps the ability to pronounce and use language in practical situations. Therefore, it can be used as a technique to enhance learning of the language towards

communication. In my opinion, it should be emphasised in terms of language context for communication. Lahey (1988: 387-389) described that those children with language disorders need more repetition than normal functioning children in learning the language.

4.6.3 Use of songs

Two of the informants expressed the benefits of using songs to enhance the language to pupils with language impairment.

Informant one expressed:

Children are not having the same ability in using the language. We work with them in different ways due to their capacity of language. Some of them skip some words or syllables in their speech. I use songs to demonstrate for what is spoken. And a child can show interest on what is expressed if the child likes or dislikes. In this way, I can note easily if a child follows up the lesson too. (Informant one)

Informant two commented:

When I use a song it's for instance a song with a, e, i, o, u! I sing with them and start showing this is the word 'a' in the alphabet (...). They see while singing, they read while getting to understand them, then, I start again with one by one because I will have my focus towards a particular child who has difficulty with a certain alphabet. When that child is wrong I try to tell others not to laugh rather than the one to watch at those who pronounce correctly. (Informant two)

Both informants mean that a song can be used as a technique to develop the language of the children with language impairment. Informant one implies that the song will enable a child with language impairment to manage to express what is preference and make follow up on what the teacher instructs in that time. Likewise, Informant two used a song to instruct the language context which imposes the use of language too.

Discussion on the use of songs

In discussing the views of both informants, it can be argued that the use of songs has different goals. It can be used as a tool to create fellowship and enjoyment, or as a strategy to a particular context or inducing concentration to learning for a particular child. In this way, it also increases motivation for the activities or intended lesson. When it is said that a song can lead a child with language impairment to express her/his emotions of likes and dislikes, it implies the child might or might not have interest towards the song or might have. If we consider one of the common songs in language teaching is: "Stand up; sit down! Stand up; sit down! Jump jump jump! Stand up sit down". With this song, it focuses on verbs/actions that

a child is aimed to demonstrate too while singing. In the situations where a child is not interested in the song then what the child is willing to participate in for that particular time should be evaluated by the teacher and guided towards the language learning. Additional to that, in songs the words are carried by melody. The melody may lead to movements. Some songs are accompanied with movements that explain the meaning of the words. The movement may make it easier for the child to remember the words or sentences.

Owens (2014: 19-21) had cited Jones Moyle, Ellis Weismer, Evan, & Lindstrom (2007) who showed most of the pupils with language impairment who are influenced with other difficulties need very close attention for any of their learning. For instance, children with language impairment such as late –talkers may have a different learning style and use learning strategies less frequently and/or less effectively. It can be termed as enhanced milieu teaching particularly mand-model procedure that provides a child with a choice like when being asked if a ball is red or blue. Høigård (2013: 30-31) discussed about the song that infants have great receptivity to the feelings that the voices convey. The song creates contact and good development conditions for the child. At the end of the first year of life, some children begin to contribute singular words to a song. Some children’s songs have movement such as clapping or hand gestures. In addition to the joy of the song and the contact with the adult, the child experiences something about communication.

In accordance with the findings, songs can be used in introducing a new idea by demonstration. Children start learning the language at the lowest stage in pre-school. They get exposed to consonants and vowels. Then, syllables are introduced to form a word. Thereafter, it follows a sentence. Thus, songs contribute a lot as most of children like to sing in spite of having language difficulty. For instance, a song may contain the vowels a, e, i, o, u. Then, the song continue defining each vowel by associating the relevant ideas according to the natural environment which is; “this is a, a, a, aaa has a long tail...”. In this case, the children get certain knowledge while looking at a particular vowel in comparison with other vowels. It may not be easy for every child with language impairment to understand this right away, so tangible objects which are associated with a song may be used in addition to the song making the child more motivated for learning the language.

4.6.4 Strengthening the speech organs

Informant two and Informant three explained on strengthening the speech organs of the children with language impairment for supporting them to have proper language.

Informant two said:

There are some of the children with language impairment that can't use their tongue as speech organ. We exercise with them to blow bubbles and candles. (Informant two)

And Informant three analysed:

We use simple materials to strengthen the speech organs. We take cotton wool and make a certain hard shape and it looks like a small ball shape. Then, I tell that child to blow it. I set it in different distances for the child to blow it as far away as she/he can, for the jaw and tongue to work (...). I also take soap and water then I mix them thoroughly and I let the child to blow on it. (Informant three)

This means that there are children who have difficulties with articulation of speech due to their speech organs working passively. Thus, teachers exercise the muscles of the speech organs through simple measures so that they can support children with language impairment to speak. They enable the speech of the children with language impairment to be active and able to articulate words.

Discussion on strengthening the speech organs

Both informants' comments in strengthening the speech organs can be argued in two sides. It may or may not be a strategy for language learning. I consider it as a strategy due the fact that children who have difficulty in producing speech due to low capacity of their speech organs must do some exercises as recommended by the speech therapists. So, these informants/special education teachers conduct their own way to strength speech organs of the children with language impairment due the lack of speech therapists. And, they have succeeded to do so and start conversing with a particular child with language impairment in the way they instruct for communication. Sjøvik (2014: 174-177) have shown on the connection of sensory channels and channels for articulated speech. It is presented that; articulated speech is also depending on fine motor skills in speech organs.

On the other hand, it might not be seen as a strategy of language learning although it leads to production of speech. This can be understood as enhancing the speech organs in a proper way of their functioning. The criteria to be able to speak are something else connected to fitness of the speech organs. However, it can be considered as creativity is the best thing in everything concerning working with children with language impairment. Lack of proper resources

should not be an obstacle for children with language impairment to learn the language. If one can have an alternative manner which will end up with positive outcome towards teaching and learning process, we can suppose that it should be kept up.

4.6.5 Use of a mirror and cartoon in facilitative imitation

Informant two explained the use of a mirror and cartoon in supporting the child's pronunciation.

This special education teacher said:

I use that mirror for speech. I go where the mirror is placed with a child with language impairment. Then I place the child in front of me facing the mirror. I tell that child to look at me in front of her without turning behind where I am sitting. I start to articulate a word 'one' and then the child imitates me. She/he tries to articulate the same 'oo'...ne'. I continuously do the same to guide the child's articulation. (Informant two)

This means that the special education teacher shows the child how to pronounce the letter or word. The child tries to imitate the teacher while looking at him/her self in the mirror. The mirror helps the child to see the movement of the mouth and lips when pronouncing a letter or word. By repeating this exercise of observing and mimicking the teacher, the goal is to improve the child's pronunciation.

Also, the same informant expressed the use of cartoon for language development:

There is a cartoon for speech called Thom. I put in front of the child with language impairment then it speaks, for example the cartoon says mother and the child should repeat to say what has been said and might be different word like "mm". This can be laughter to the child but I tell that child to repeat as the cartoon does (...) until that child tries to say it. (Informant two)

This implies that the teacher uses a cartoon for speech to guide the speech of the child with language impairment. The child produces a word by imitating what has been said by the cartoon through repetition. It might just seem like fun for the child, but it gives positive results because the child can improve the pronunciation by keeping on repeating the words to learn the correct way to speak the language.

Discussion on the use of a mirror and cartoon in facilitative imitation

From informant one's data, it is very impressive when I heard about the usefulness of the mirror in the language learning. This is a very simple and easy technique to use, and it makes the child with language impairment concentrate when looking at the teacher and what has

been pronounced in a correct way. If the child considers the mirror practising as just fun and games the teacher should discourage it, so that the child doesn't get on incorrect impression of the words or letters being practiced. When the child mimics what the teacher articulates systematically, it shows active participation of the child which is positive in language learning. It shows active participation of the child towards language learning and processing. Therefore, it is the child who imitates what a teacher articulates systematically. Olsen (Logopedisk senter, Trondheim, u.d) showed that good articulation depends on good tongue muscles. It is important that anyone who wants to train articulation will learn to control the movements of the tongue consciously. Therefore, the child looks at the mirror and focus on how is the movement of the teacher's tongue or lips for the articulated letter or word.

In my experience, in the early stages of language learning the child often has continuously incorrect articulation, but after a while of continuous exercise the child learns the correct articulation. By timing the learning technique to facilitate the interaction of content or form, one can arrange for the child to experience objects and events in the environment and at the same time present the use of the correct linguistic form that represent the objects or events. The facilitator's task is to provide experiences that clearly demonstrate certain concepts while providing the linguistic forms that code these concepts at a time when the child is attentive of both. The child is simply guided from known to unknown (Lahey, 1988: 387-389).

Also, the use of cartoons is useful for enhancing the language for a child with language impairment. It can be considered as a game for a child, but at the same time it may attract the child with language impairment to use them. As a result the teacher has to guide a certain focus when using the cartoon at a particular time for the intended thoughts in the language learning. It is also applied in a certain way in elicitation and imitative techniques where the child receives a visual prompt, such as pictures or a toy that provides him or her with incentives to verbalize. Also, a child's response is reinforced by verbal praise or a token (Bernstein & Tiegerman, 2009: 191-194).

4.7 Challenges experienced in working with children with language impairment

All the informants presented challenges which they experienced in working with children with language impairment. They all expressed the unavailability of the speech therapist.

Informant two clarified a bit more and the two other informants have added other challenges.

Informant one exposed:

For some of the children it is not easy to understand each other even if we work with them together but we do not get what we want, as teachers, we wish to achieve better in their language learning (...) lack of stimulated materials for language (readymade materials) (...) negative attitude from the society members who do not show participation for communication and lack of enough cooperation from the government, and other professionals related to this field. (Informant one)

Informant one has mentioned various challenges regarding working with children with language impairment such as a limited communicative situation, lack of supportive materials for language learning, negative attitude and lack of enough cooperation from an individual level to the government level.

Informant two outlined:

Absence of the speech therapist that leads us to have a challenge on why a child fails to articulate a certain syllable or alphabet for example 'si' from the word sister. And speech therapists know what should be done in a particular problem of language. (Informant two)

This informant two continued:

There are many challenges for example we are very few special education teachers here compared to the number of the pupils with language impairment. There is a lack of enough teaching and learning materials and aids, and lack of enough cooperation from the government and other professionals. (Informant two)

In spite of the absence of speech language therapists, informant two added other challenges such as lack of special education teachers, lack of enough teaching and learning materials and aids and the rest is similar to what informant one said.

Informant three underlined:

To communicate is a problem. It is because other times the child with language impairment is in her/his own world separately. That child lacks content of language which is a problem too. So, I fail to know if I satisfy the child or not. There are also lack of seminars for updating our work and lack of transportation for children with language impairment. (Informant three)

Informant three pointed almost similar challenges mentioned by the other two of the three informants, except lack of seminars and transportation of children with language impairment.

In response to all three informants' comments, informant two and three mean limited expressive and receptive language. There is no satisfactory communication between the teacher and child with language impairment. Also, informant three mentioned transport as a

problem and informant one pointed at a negative attitude. The rest of the challenges are experienced by almost all the informants. These are lack of speech therapists, lack of cooperation, and lack of teaching and learning resources.

Discussion on the challenges experienced in working with children with Language Impairment

According to the informants, teachers should not often expect great performance of language learning. For example, children with language impairment who are intellectual disabled learn slowly. A teacher might not be able to achieve the goal of a single lesson at short time. It is clear that the children with language impairment who are at a mild level of impairment learn better than the children with severe mental retardation. Therefore, the learning of language should be taken respectively in relation to the nature and severity of their disabilities.

Presence of speech therapist helps teachers to achieve their responsibilities with great confidence. Speech therapist has specialized skills and knowledge of language. The speech therapist may use special creativity when working with children with language impairment.

A communication problem is a challenge for children with language impairment, especially those with autism and intellectual disability. A teacher has to be committed to support a child from known to unknown ideas with varieties of tangible objects.

Transportation for children with language impairment is important in a great extent because it will enforce the parents to have no reasons for hiding their children at home due to the distance of the special education pre-school. Some children walk a long distance from home to where the pre-school is located.

Negative attitude from some members of the Tanzanian society is a great problem. It causes even children with language impairment to be uncomfortable. For this reason, I suggest that public awareness especially rural areas. It has also been presented that, some parents still perceive children with disabilities as a burden and opt not to send them to school in Tanzania (United Republic of Tanzania- National Disability policy, 2004).

Lack of teaching and learning resources is common in Tanzania. These include human resources and non-human resources. I think that lack of cooperation is affected by the negative perspectives or attitude among the people who has power and are without power in some circumstances. It is pointed that; teachers' education and school curriculum do not incorporate the needs of disabled persons. This means that the education system does not cater the individual needs of children with disabilities. United Republic of Tanzania- National

Disability policy (2004) supported that there is a lack of resources in the teaching and learning process for the children with disabilities.

Chapter summary

This chapter has presented, interpreted and discussed the data from the three informants. The data are analysed using the deductive-inductive method. The data reveals that the common experience with language impairment is expressive language difficulties. Children with language impairment improve when they are trained. The children with language impairment are identified from five to twelve years old. Special education teachers involve the parents in their teaching process. The special education teachers are committed and use the participatory methods to train children with language impairment. They have several challenges but they put their efforts with limited available resources.

5.0 Conclusion and Recommendations

The goal of my study was to expand the knowledge of working with children with language impairment through the experience of special education teachers. The specific goals were to investigate the common experience and identification of language impairment, to examine interventional strategies and methods as well as to determine the challenges. The findings reveal that the goal intended has been achieved respectively.

In my study, I have gained valuable insights and knowledge in the whole process of the study such as the use of the mirror and strengthening the speech organs in helping children with language impairment. Before the study, I did not know that a special education teacher also can work as a ‘speech language therapist’ in some instances as the informants expressed in strengthening speech organs. I would like to highlight some other categories that I have found very relevant, interesting and necessary to follow up as soon as possible in relation to the Tanzania situation such as challenges, motivation and commitment as well as involvement of parents on working with children with language impairment.

5.1 Challenges on working with children with language impairment

In reference to the findings, the challenges outlined are lack of teaching and learning resources, negative attitude towards children with language impairment, lack of speech therapist and communication problems.

Lack of teaching and learning resources consist of lack of special education teachers, speech therapist, and curriculum books, supportive aids and instruments that enable the teaching and learning of children with language impairment. The government of Tanzania provides these resources but it does not satisfy the needs of all the individual children with language impairment. The government should increase the training of special education teachers. The teacher is the most important resource for the teaching and learning process. On the other hand, it is a problem that not all children with language impairment are taken to school. Some people may then think that the resources are enough. The negative attitude is a result of traditions and norms of some tribes and individuals in the Tanzanian culture. A family with a child with language impairment thinks that it is a burden or abnormal to have that child. In that case, it takes time for that family to take that child to a pre-school. The government should organize with special education teachers to make close follow up especially in rural areas. The children with language impairment should be taken to school. The United Nation

Convention on the rights of the child (Article 23) stated that a mentally and physically disabled child should enjoy and have a decent life which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community and recognize the right of a disabled child to special care. A child has right to education (Article 28). Therefore, the government can set some bylaws that will enforce a positive attitude of the parents with children with disabilities to take them to school. In spite of insufficient resources and negative attitude, special education teachers do a good job with limited resources. They use their creativity and give quality teaching using the available resources. The special education teachers use mostly a natural way of teaching and in the learning process.

According to Tanzania perspective, Communication problems might also be affected by passive exposure or interaction of a child with language impairment with other people in the community. The parents of the children with language impairment tend to leave their child indoors for long period of time. Special education teachers spend extensive time to have good communication of language with children with language impairment. The reason behind is that a child is not used to the new school environment and to meet other people. Most of the children with language impairment have expressive language problems. The teachers observe that children with expressive language problems understand but they have difficulties in expressing the language. The teachers should guide the children with language impairment from known to unknown aspects of language. The teachers should keep on using the participatory method to stimulate the language for children with language impairment. In addition, most parents were not aware of how to handle their child with language impairment before taking the child to a pre-school. As a result, special education teachers try to put efforts in to improve the language of the child with language impairment through involving the parents in the teaching and learning process.

5.2 Parents' involvement

With consideration of the empirical data, most of the Tanzanian parents do not have certain knowledge of how they can take care of the child with language impairment. For that reason, special education teachers prefer to cooperate closely with parents who have children with language impairment. The cooperation between teachers and parents might enable a child with language impairment to have great improvement on language learning that may lead to good social interaction. I suggest, the parents should be organised to be given seminars or

workshops which will improve their knowledge on taking care for children with language impairment, and it may hopefully reduce or remove that negative attitude of some of the people in the communities in Tanzania especially the rural areas. Parents should also be emphasized to involve their children with language impairment in their daily conversation and maintain a social interaction within their community as Jones (2014) insisted that involving children with language impairment in daily conversation is a good practice for language development.

5.3 Motivation and commitment

According to the findings, the motivation and commitment is the key of encouraging the teachers' and pupils' participation for the teaching and learning process. Special education teachers use their creativity to make sure the child with language impairment learn at the best level. It is these teachers who are motivated and committed in helping children with language impairment to learn the language. It is my opinion that special education teachers should also be valued and recognized for their efforts which they do regardless of limited resources. I call for the government and non-government administrators of special needs education to consider how they can also motivate these special education teachers with higher salaries. I also invite other contributors who can help provide a better base for working with children with language impairment in the teaching and learning process at pre-schools in Tanzania.

5.4 Implications for further studies.

In respect with the findings, my study can be generalised as it will help all the teachers with and without special education in pre-schools who work with children with language impairment. In Tanzania, not all pre-schools have enough special education teachers. It will increase the knowledge especially to those who are in rural areas. It will be a motivational study because the teachers will learn from the informants' views who have expressed to what extent they have succeeded. The informants presented that they enjoy working with children with language impairment.

My study might have a significant meaning for those who are interested in this theme. The study will contribute in exposing the knowledge of children with language impairment to perform well when they are supported in one way or another. For example; children with intellectual disability should not be seen unable to live independently. The study will add a

positive attitude and expectations for children with language impairment. It might also lead to some donors to contribute and conduct some further projects on working with children with language impairment.

However, my study proposes further studies that can be conducted in Tanzania. In my own perspectives, I suggest the further studies that can be conducted in relation to my study are early identification and intervention for children with language impairment. Early identification might improve the language of a child if the language delay is identified early. Early identification might lead to early intervention. Therefore, my study provides a step forward for that project in which the parents can also be informants in order to get information from both the parents and the teachers.

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Appendices

Appendix 1. Interview guide

HOW DO SPECIAL EDUCATION TEACHERS EXPERIENCE WORKING WITH CHILDREN WITH LANGUAGE IMPAIRMENT IN PRESCHOOL IN TANZANIA?

INTERVIEW GUIDE

A (1) INTRODUCTION

- *Introducing my self
- *Briefly, I describe the goal/the purpose of the study
- *I remind in short on ethical issues being maintained

A (2) Introduction questions

- Can you tell about your education background?
- How long have you been working in preschool?
- How do you understand the concept of language impairment?
- What experience do you have on working with children with language impairment?

B. Direct questions for the subject matter

3. What are the common language difficulties faced by children with language impairment?

- Following your answer: you said...can you describe a child... with language impairment?
- How do you tackle the problem/s you have just mentioned?
- How do you discover the children with language impairment?
- How early do you observe the children with language impairment?

4. Which strategies do you use in working with children with language impairment?

- Do you have further examples?

-Children with language impairment are different; can you tell me about a method used to several children with language impairment?

- (from what you have said that...) could you say something more about a method used to just single child?

-How do you do when a child does not react or respond to what you are saying?

5. How do you cooperate with parents in working with children with language impairment?

-Do you cooperate with other professionals? Yes/no

-If yes, who are those professionals? In what ways do you cooperate with them?

-If no, why?

6. What challenges do you have on working with children with language impairment?

-Why do you think, it is a challenge?

-How does the transition from mother tongue to Swahili language affect children with language impairment?

7. What experiences do you have in response to such challenges?

-Following up the answer, Can you say anything else?

-Can you describe anything which will help children with language impairment in relation to the second language (Swahili)

8. Could you describe any positive experiences that you want to share?

C. The ending question

-If you have any other thing you are interested to say concerning all which we have talked?

Thank you for your participation of my study.

Appendix 2. Informed consent



Information note to informants

I am a master student at Queen Maud University College and NTNU, Norway. I am trained as a special education teacher in preschools. I am now working on my master project and I have a plan to complete it in May 2017. I am interested to get more information from different teachers of different preschools at Tanga region in Tanzania. The theme of my research is: How do teachers work with children with language impairment in preschool?

I have chosen you as informant of my project. I know that you will be able to give enough information on my study due to your working experience with children with language impairment. I am very eager to hear a lot from your experiences from working with children with language impairment towards my study mentioned above.

I wish to conduct a qualitative interview which will be between 45-60 minutes. I also intend to use tape recorder during the interview. This is because I will need to transcribe and use it in my study in order to get your views as correct as possible. It is only me who will listen to it and use the information in my study. I will present the information/data in an anonymous and confidential way so that no response can be traced to any person and preschool. Participating in my study is voluntary. You are free to stop at any time without giving any reason.

I am very happy that you will participate as an informant. Take contact for anything you will need to ask or wish to get more explanation about it. My mobile number is +255 787267081 and email is emilianamgaya@gmail.com

With kindly regards,

Emiliana P.Mgaya

Informed consent declaration

I, the undersigned, confirmed that I have read and understood the information about this project work explained above. I voluntary agree to participate in the project.

.....
Informant

.....
Signature

.....
Date



Appendix 3. Permission to carry out research



Trondheim, 19. December 2016

To Education officer, Tanga City
Tanga
Tanzania

Permission to conduct research study in Tanga

This is to confirm that Mrs. Emiliana Pius Mgaya is a master student at NTNU/ Queen Maud University College in Trondheim, Norway. She is trained as a special education teacher. In her master project she has this as her research question: "How do teachers work with children with language impairment in preschools?" The professional supervisors on her work are associate professor Else Lyngseth and professor Arve Gunnestad.

She needs to interview 3-4 teachers in Tanga region about their experience with teaching children with language impairment. We hope your office will give her the permission to do her study with teachers in your region.

We trust that the research will be useful also for the work in your office, and promise that she will give you a copy of the thesis. If there is a need for any information, please feel free to contact me through e-mail: agu@dmmh.no

Thank you for your assistance,


Arve Gunnestad
Professor



Appendix 4. Letter of permission

HALMASHAURI YA JIJI LA TANGA

Barua Zote Zipelekwe Kwa Mkurugenzi Wa Jiji

Simu:
Mkurugenzi wa Jiji: 27 2643068
Idara zote: 27 2644530/3
Fax: 255 27 2644141/27 2647905
E-Mail: tcc@gmail.com

Kumb. Na. TCC/E/O/02/52



Barabara ya Hassani Ngwilizi
S. L. P. 178,
Tanga.

Tanzania.

13/01/2017

Ndugu, Emiliana P. Mgaya

**Mwanachuo – NTNU/Queen Maud University College cha Trondheim,
Norway.**

YAH: KIBALI CHA KUFANYA UTAFITI

Tafadhali husika na mada tajwa hapo juu.

Ofisi hii imepokea barua toka kwa Katibu Tawala Mkoa yenye Kumb. Na. DA. 228/258/03 ya tarehe 06/01/2017 ukiombewa kufanya utafiti katika mada inayohusu **"Jinsi gani Walimu wanavyoshughulikia ujifunzaji kwa wanafunzi wenye matatizo ya lugha/ matamshi"**.

Napenda kukujulisha kuwa kibali kimetolewa kufanya utafiti huo katika shule ya Msingi Chuda, Majani Mapana, Pongwe na Mwakidila.

Nakutakia utafiti mwema.

Fadhilli I. Omari

**Kny: MKURUGENZI WA JIJI
TANGA.**

**Kny: MKURUGENZI WA JIJI
TANGA**

NAKALA: Mkurugenzi wa Jiji - **Aione kwenye Jalada.
Tanga.**

Mwalimu Mkuu,
Shule ya Msingi Chuda, Majani Mapana, Pongwe, Mwakidila
Tanga. - **Tafadhali mpokee na umpe
ushirikiano**

Appendix 5. Questionnaires used to obtain the background of the child in Tanzania

MINISTRY OF EDUCATION
SPECIAL EDUCATION UNIT
EDUCATIONAL ASSESSMENT AND RESOURCE SERVICES
P.O. BOX 9121 DAR ES SALAAM, TANZANIA
(To be filled in by the assessment and resource teacher)
(only.)

QUESTIONNAIRE FOR OBTAINING BACKGROUND INFORMATION
ABOUT THE CHILD

Name of child..... NO.....
Name child is called at home.....
Sex..... Age..... Date of birth.....
Father's Name..... Age.....
Father's occupation.....
Permanent Address.....
Mother's Name..... Age.....
Permanent address.....
Child's residential address.....
Child's school and address.....
.....
Division.....
Ward.....
Village.....
Name of ten cell leader.....
Tribe (nationality if not Tanzania)

Language spoken in family.....
 Other languages known to child.....
 Child's position in family.....
Number of children in family (still living).....
Number of children in family (deceased).....
 At what age did child/ren died?
What was the cause of death?
Is some one else in the family handicapped?.....
If yes, what kind of handicap?.....

HISTORY OF BIRTH AND PREGNANCY:
Was the child born at home or in health institution?.....
Was the birth of the child normal or not?.....
If was not normal, give details.....
.....
Has the mother had any previous or later miscarriages or abortions
.....
.....

Did the mother suffer from any bleeding, illness or receive any immunisation during pregnancy?

If yes, give details.....

Was the child born premature?

If yes, how many weeks?

How long was the labour?

Did the child cry immediately at birth?.....

HISTORY OF THE CHILD:

What is the problem with the child?

When did the parents first observe difficulties with the child?.....

What were the symptoms?.....

Has the child suffered from a disease?

Did the child suffer from an accident?

Give details.....

Was the child vaccinated against whooping cough.....

Polio 1,2,3Tuberculosis.....

Tetanus.....Measles.....

How old wa the child when He/She could

Stand?.....

Walk?.....

Talk.....

How does the child express its needs?

For children 4 years and above is the child toilet trained(day/night)?

Does the child play normally with other children?.....

Does the child attend schools?

If yes, at which educational level?.....

What is the child's attitude towards parent, siblings and other children?

IS THE CHILD VISUAL IMPAIRED?

If yes, give details
At what age did the parents first observe the vision problem
.....
Previous or on going treatment

HAS THE CHILD HEARING PROBLEMS?

If yes, give details
At what age did the parents first observe hearing problem
Previous or on going treatment

HAS THE CHILD MOTOR PROBLEMS?

If yes, give details.....
At what age did the parent first observed the motor problems?.....
Previous or ongoing treatment

HAS THE CHILD MENTAL RETARDATION?

If yes, give details
At what age did the parent first observe the problem?.....
Previous or ongoing treatment

HAS THE CHILD HAD ANY SPECIAL TREATMENT/OPERATIONS?

If yes, give details.....
Any other relevant information

The child has been referred by

The information was given by
Name of Assessor.....
Signature.....
Date.....
Assessment Centre.....

OBSERVATIONS

.....
.....
.....
.....