



**UNIVERSITY of
RWANDA**

**THE EFFECTS OF ACCOMMODATION FOR LEARNERS WITH SPEECH
DIFFICULTIES ON THE PERFORMANCE IN THREE SELECTED SCHOOLS**

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CERTIFICATION

This is to certify that the dissertation entitled the effect of accommodation for learners with speech difficulties on the performance in three selected schools is the original work of Valentine Urengjeho, submitted in partial fulfilment of the requirements for the degree of Masters of Education in Special Needs Education. Moreover, was undertaken under my supervision.

Supervisor's names; Dr. HABINSHUTI Gonzague

Signature;

Date;

DECLARATION

I Valentine Urengejeho, declare that this thesis is the result of my own work and has not been submitted for any prior degree at the University of Rwanda or any other institution. The experimental work is almost entirely my work; the collaborative contribution has been indicated clearly and acknowledged. Due references have been provided on all supporting literatures and resources.

Names; URENGEJEHO Valentine

Signature;

Date;

DEDICATION

This study is committed to dedicate to Almighty God, my beloved Family, My Brothers and Sisters, my best friend, my supervisor, my workmates, my classmates and all my friends who helped me to achieve this unforgettable step.

ACKNOWLEDGMENT

Primary, I am tremendously thankful to almighty God who has showed my stages from the beginning up to my masters' level for having given me the efforts, wisdom and protection. I wish to express my honest gratitude to the school of Inclusive and Special Need Education for their continued support and encouragement; I offer my heartfelt for lectures for the learning opportunity provided by the school. My excessive appreciation drives to my supervisor and my tutor for their decisive support of working hand in hand with me to aid me accomplish my everyday events of this thesis. My great appreciation goes to my classmates: Odette, Celestin, Agnes, Theogene and Jean Sauveur are great of inspiration to me; they provide all the encouragement, determination and support. Thanks to my beloved mother Josephine Nyirangoga as well as my brother and sisters for their love, efforts and support. Lastly, my appreciation goes to my husband HABUMUGISHA for his piece of advice when the time got rough is much appreciated.

LIST OF ACRONYMS/ABBREVIATIONS

CBR: Community Based Rehabilitation

ENT: Ear Nose and Throat

ESSP: Education Sector Strategic Plan

REB: Rwanda Education Board

UR-CE: University of Rwanda College of Education

CAT: Communication Accommodation Theory

SN: Special Needs

SNE: Special Needs Education

SEN: Special Educational Needs

Contents

CERTIFICATION.....	i
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGMENT.....	iv
LIST OF ACRONYMS/ABBREVIATIONS.....	v
ABSTRACT.....	viii
CHAPTER I: INTRODUCTION.....	1
I.1 BACKGROUND OF THE STUDY.....	1
I.2 PROBLEM STATEMENT.....	4
I.3 PURPOSE OF THE STUDY.....	5
I.4 RESEARCH OBJECTIVES.....	5
I.5 RESEARCH QUESTIONS.....	5
I.6 SIGNIFICANT OF THE STUDY.....	6
I.7 CONCEPTUAL FRAMEWORK.....	6
I.8 THE THEORETICAL FRAMEWORK.....	7
I.9 LIMITATION AND DELIMITATION.....	7
I.9.1 Limitation.....	7
I.9.2 Delimitation.....	7
I.10 OPERATIONAL DEFINITIONS.....	8
I.11 ASSUMPTIONS.....	9
Chapter II: LITERATURE REVIEW.....	10
II.1 The effects of accommodation in response on the performance of learners with speech difficulties.....	10
II.2 The effects of accommodation in setting on performance of learners with speech difficulties.....	12
II.3 The effects of accommodation in timing on the progress of learners with speech difficulties.....	15
Chapter III: RESEARCH DESIGN AND METHODOLOGY.....	19
III.0. Introduction.....	19
III.1. Research design.....	19
III.2 Location of the study.....	19
III.3 Target population.....	19
III.4 Sampling techniques and sample size.....	20
III.4.1 Sampling techniques.....	20
III.4.2 Sample size.....	20

III.5 Research instrument	20
III.5.1. Questionnaires	20
III.5.2. Interview guide	20
III.6 Pilot of the study	20
III.6.1 Validity	21
III.6.2 Reliability.....	21
III.7 Data collection procedure and data analysis techniques	21
III.7.1 Data collection procedure	21
III.7.2 Data analysis techniques	21
III.8 Consideration of logistical issues	22
III.9 Ethical issue.....	22
Chapter IV: DATA ANALYSIS AND INTERPRETATION OF DATA	23
IV.1 General and demographic information.....	23
IV.5 Conclusion	29
IV.6 Recommendations	30
LIST OF REFERENCES	31
APPENDICES.....	I
APPENDIX A: TEACHERS’ SURVEY QUESTIONNAIRE	I
APPENDIX B: INTERVIEW GUIDE	VI
APPENDIX C: RESEARCH LETTER FROM UR-CE.....	VIII
APPENDIX D: LETTER REQUESTING TO CONDUCT A RESEARCH.....	IX
APPENDIX E: CONSENT FORM FOR PARTICIPATING IN RESEARCH PROJECT	X
.....	XI
APPENDIX F: CONSENT FORM FOR PARTICIPATING IN RESEARCH PROJECT	XII
APPENDIX G: CONSENT FORM FOR PARTICIPATING IN RESEARCH PROJECT	XIV

ABSTRACT

This research on the effect of accommodation for learners with speech difficulties on the performance. The goals of this research are; to identify the effects of accommodation in response on the performance of learners with speech difficulties, find out effects of accommodation in setting on performance of learners with speech difficulties and to determine the effects of accommodation in timing on the performance of learners with speech difficulties. This research used both quantitative and qualitative methods to collect data. A survey questionnaire was used to collect data from 20 teachers. Besides, a semi-structured interview was used to collect qualitative data from 10 teachers of the learners with speech difficulties. From 3 schools which are special schools and inclusive school that are selected purposively. The qualitative data obtained through interview were analysed by discourse and interpretive approaches. The quantitative data were analysed by descriptive statistics whereby percentage were computed. The results revealed that accommodation is effective for teaching learners with speech difficulties since it supports students not only these with speech difficulties but also students without speech difficulties. Furthermore, 29(96.6%) out of 30 teachers agreed on that through response accommodation, students with speech difficulties respond to the information, show what they know, and are able to do. By the help of setting accommodation interaction between students -students and students- teacher was increased in the degree of 96.6%. This makes the teaching enjoyable in teaching learners with speech difficulties and 93.3% accept that timing accommodation aids students participate and make progress in general curriculum. The lack of enough training regarding identification and assessment of learners with speech difficulties becomes the biggest challenge to the teachers in teaching these learners with speech difficulties. Therefore, as teachers are recommended to use response, setting and timing accommodations in their teaching and learning activities for learners with speech difficulties in order to increase their academic and social performance.

CHAPTER I: INTRODUCTION

This chapter deals with; background of the study, problem statement, research objectives, research questions, conceptual framework, theoretical framework, limitation and delimitation, operational definition and assumptions.

I.1 BACKGROUND OF THE STUDY

The study on “ the effect of accommodation for learners with speech difficulties on the performance” is a currently developed because many pre- primary and primary teachers have concerns regarding how students with speech difficulties can succeed in general curriculum when they are learning together with learners without disabilities. In order to reach to the level where learners with speech difficulties can learn and make success in general curriculum, their level of abilities should be considered (Kathy, 2021) and together setting, response and timing accommodation should be used in teaching and learning activities

Accommodation of learners with Speech Difficulties in America, is reflected in the written tasks while actual accommodation and report building is examined through address analysis and interviews. The teachers who accommodate to students’ language have potential to deaf use the linguistic pressure apparent in the mainstream urban American classroom, with the further possibility for discussion, clarification and deconstruction of language ideologies and linguistic identities inherent in the makeup of urban societies (Victoria, 2020)

A recognized aspect of meeting this goal is the provision of needed accommodations, both during instruction and assessment. Yet, there are many difficulties essential in seeking to provide appropriate accommodations that fit the needs of all students (Evelyn, 2001). Standardized tests are a common part of educational systems throughout the United States.

Some aspects of standardized testing make the administration of these tests infeasible or unfair to a certain student, particularly students with speech difficulties or students who are not native speakers of English. To address this problem, many tests are changed, or the test administration conditions are adjusted, to “accommodate” the special needs of these students. The format of the test or the test administration conditions do not excessively prevent such students from demonstrating their “true” knowledge, skills, and abilities (Marty, 2010)

Most of our treatment material is not useful in the East African context and sign language clinicians have to be very flexible to adapt or invent appropriate material. Facial expressions and body language are highly dependent on cultures. Often the same facial expression conveys different meanings in different cultures. In Western cultures, raising the forehead often indicates doubt. In

East Africa it means "yes." Training the frontalis muscles is thus, one of the priorities in the treatment of facial paresis.

In line with Wickenden (2018), the training of gestures is an important feature in aphasia treatment. But the clinician needs to know the meaning of the gestures. Beating the top of the left fist with the right open hand has an obscene meaning in German. In Luganda (one of Uganda's languages), it simply means "full" or "filled".

Accommodation of learners with speech difficulties in East Africa; most languages spoken in East Africa are Bantu languages. Swahili acts as the official language in both Kenya and Tanzania. East African languages do not have a single orthography. For example; pineapple can be enanansi, ennanansi, enannansy and so on. Due to this challenge of different languages some children experience difficulties in communicating.

Referring to Cassandra, Marlies, George and Kristiane (2022), there is an alarming shortage of speech and language pathologists in East Africa this issue is mainly related to the limited availability of educational programs in speech and language pathology. Although more and more universities are beginning to offer such educational programs, the number of available speech and language pathologists is still too low to meet the educational need of all children with communication disorders.

In addition, speech and language pathologists are often faced with different culture and ethical obstacles when they provide intervention to the East African children with communication disorders. These speech and language pathologists were experiencing challenge in taking a broader view of their role as a therapist (Marlies, 2020). These alternative roles often include training of individuals in context of community-based rehabilitation.

In future will be important to carefully consider the development of sustainable learning opportunities. In East African contexts, initiatives like "train the trainer" workshops, are needed to support the speech and language pathologists. Existing models like the communication disability model can aid to create hostile frameworks for the development of sustainable speech and language services in East African countries (Constatine, 2015).

Most of the materials are not useful in East African context, Speech and language clinicians have to be flexible to adapt or invent appropriate materials (Jochmann, 2006). Facial expression and body language are highly dependent on culture. Often the same facial expression conveys different meaning in different culture. As an example, raising the forehead often indicated yes, the training for gestures is important in accommodating learners with speech difficulties. Establishing and maintaining eye contact is considered very important in Eastern speech and

language difficulties. But the possibility of establishing eye contact depends on the hierarchical position of the person.

Accommodation of learners with speech difficulties in Zimbabwe; learners with communication disorders are assisted by speech therapists in the classroom. It is however important to note that in developing countries this may not be feasible. Cooley (2007) believed that working with a speech therapist will immensely help the teacher to work with pupils with speech and language disorders. According to Shupikai, Isaac, Maxwell & Constantine (2015), such tips may be helpful in the inclusive setting: showing understanding, patience, and acceptance; provision of extra time to answer questions; encouragement of speech practice by having one-on-one conversations with the student about his or her interests; keeping teachers clear, simple, pronounced, and in proper language syntax, making eye contact with the student when listening and speaking; setting up practice verbal skills sessions between pairs of students where they read aloud, work on a problem orally, or play games that encourage speech.

In Uganda accommodation of learners with speech difficulties indicate that as many as half of all children with disabilities may have a communication disability (Yanti, 2019). There had been a minimal Sign Language Therapists presence in Uganda since 1986 provided by expatriate volunteers, but no Ugandan SLTs. These volunteers were mainly based at the National Teaching Hospital, providing a limited direct clinical service and training small number of assistants, CBR workers and teachers. This situation was recognised by some Ugandan paediatricians and Ear, Nose and Throat (ENT) doctors and service users as being unsustainable and insufficient to provide accessible services to the vast majority of the population who live in rural areas. Speech and Language Therapy began at Makerere University (Wickenden, 2018) , it was the first programme in East Africa and one of very few in sub-Saharan Africa, outside of South Africa.

Students were taught by Makerere staff and expatriate volunteer who managed and delivered the programme. One challenge for the expatriate was their lack of knowledge of local languages, conceptions of disability and existing health/education structures. The provision of familiar vocabulary results in ineffective learning processes, because many things are not negotiated. And the last one is done by Ugandan students when communicating due to misunderstanding in using the language of the interlocutors, there are differences in background of knowledge and experiences.

Accommodation carried out by Uganda students is to be able to adjust communication patterns with local in Pasma. Whereas in its strategy, Ugandan students tend to accommodate communication in the form of convergence interlocutors (Yanti, 2019). In 2008, after an extensive

planning and a multi-agency consultation (Robinson, 2003), a Diploma in Speech and Language Therapy, began at Makerere University. It was the first programme in East Africa and one of very few in sub-Saharan Africa, outside of South Africa. Students were taught by Makerere staff and refugee volunteer Sign Language Therapists who managed and delivered the programme.

One challenge for the refugee Sign Language Therapists was their lack of knowledge of local languages, conceptions of disability and existing health/education structures (Hartley, 2009). Furthermore, the path of transition from an expatriate programme to a Ugandan-led programme and profession appropriate to the local context and integrated with other services, was unclear. A growing concern that graduates would experience uncertain employment situations and be expected to establish new services, led staff and the first author to design a programme of support and training for the first two partners of graduates and staff. Funding was secured from the Nuffield Foundation Africa programme.

The overall aims of this project were to support the graduates of the Makerere University Sign Language Therapists programme and other experts in East Africa, to become capable and self-governing Sign Language Therapists, gifted to lead the expansion of services for People with Communication Difficulties, and also to support the staff to deliver the Sign Language Therapy degree programme. Accommodation of learners with speech difficulties in Rwanda; within inclusive education promotion, it was realized that education for all cannot be achieved if some members of the Rwandan community, are not supported well in education system.

It is within this context that Education Sector Strategic Plan (ESSP 2018/2019-2024/2025) takes education for all as a priority and the competence-based curriculum considers inclusive education as a cross cutting issue (REB, 2018). Where learners with speech difficulties learn in ordinary schools, integrated schools and some in special schools. But they still find themselves in the difficult situation; some teachers are not able to help them according to their level of abilities; due to the good number of learners the teachers may have in one class, insufficient time to support them and some teachers are not able to understand how these learners can learn and progress.

As the time is going on by the help of REB, UR-CE and other stakeholders in educations, like some organisations had trained teachers the way those learners can learn in the same class with others and being supported in classroom situations (Flora, 2018). The most and important way to support them is to use accommodation in setting, response and in timing.

I.2 PROBLEM STATEMENT

In line with Evelyn, Kathy, Olson & Brown (2021), with the appropriate support in place, learners with speech difficulties should achieve a high quality of education at their maximum by considering

their difficulties and being supported them accordingly, teaching and learning become two sides of the same change.

According to the American Speech, Language and Hearing Association (2001), children with communication disorders usually show delays or a typical development in one or more of the following areas: articulation; fluency; language comprehension; language production; morphology; phonology; pragmatics; semantics; syntax; and voice

In reference with Shupikai, Isaac, Maxwell &Constantine (2015), the learners with speech difficulties do not progress well due to the classroom setting, the way they respond and the time given to accomplish their task (Jochman, 2016). Consequently, this study tries to show that through setting, response and timing accommodation improve learners' progress and reach their potential equally in academics and other functional areas.

I.3 PURPOSE OF THE STUDY

This study seeks to find out the effects of accommodation for learners with speech difficulties on the performance in three selected schools

I.4 RESEARCH OBJECTIVES

This research deals with the following objectives;

- i. Identify the effects of accommodation in response on the performance of learners with speech difficulties.
- ii. Find out effects of accommodation in setting on performance of learners with speech difficulties.
- iii. Determining the effects of accommodation in timing on the performance of learners with speech difficulties.

I.5 RESEARCH QUESTIONS

This research focused on the following research questions;

- i. What are the effects of accommodation in response on the performance of learners with speech difficulties?
- ii. What are the effects of accommodation in setting on the performance of learners with speech difficulties?
- iii. What are the effects accommodations in timing on the performance of learners with speech difficulties?

I.6 SIGNIFICANT OF THE STUDY

This study is hoped to be significant to many people;

First, learners with speech difficulties may benefit by improving their performance due to the setting of class, the way they respond and the time given to accomplish their work.

Secondly, teachers especially who teach learners with speech difficulties may benefit in the way of accommodating learners of speech difficulties in classroom and outside the classroom.

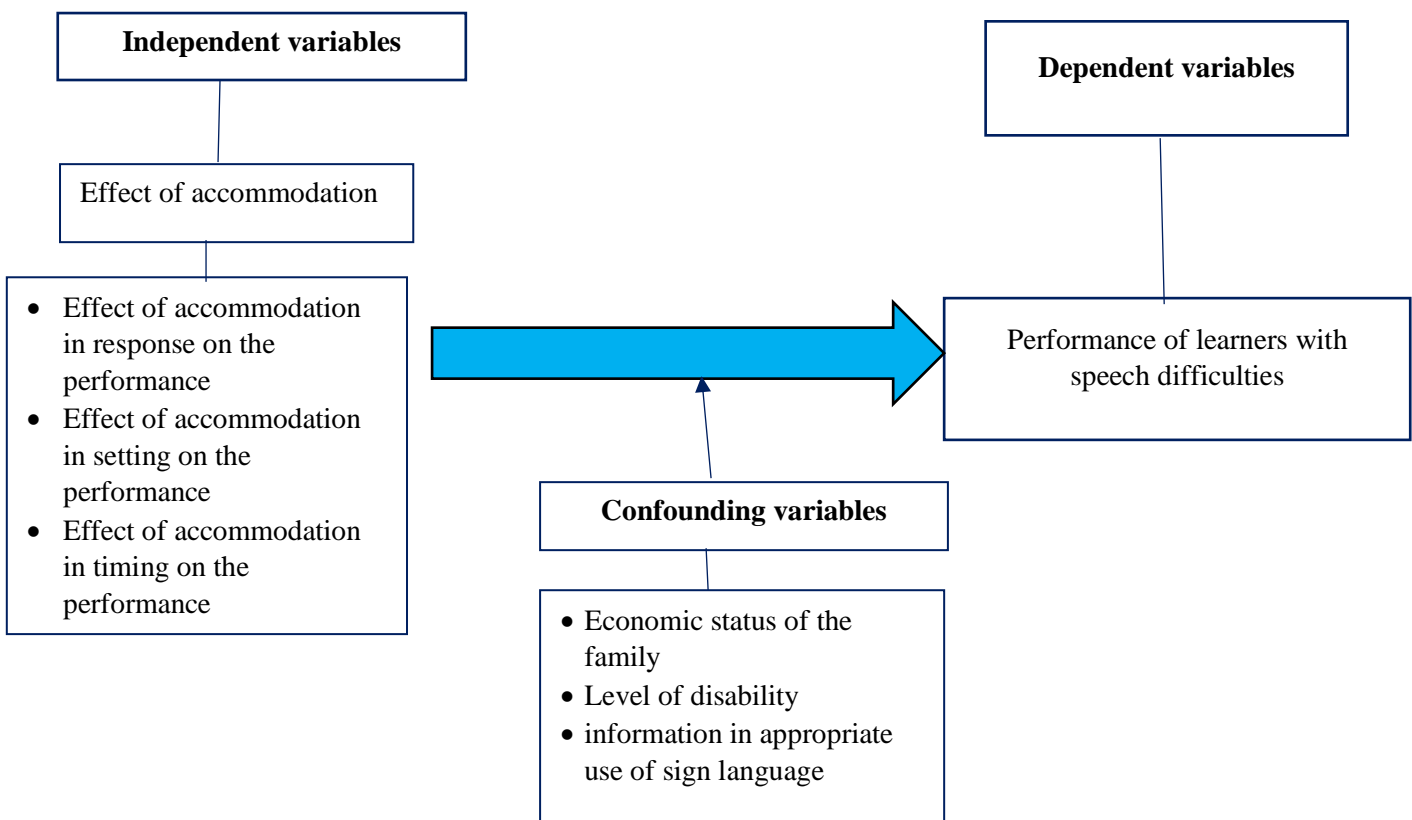
Thirdly, administrators will be guided on what should be emphasised by teachers in school curriculum to improve students with speech difficulties progress.

Fourthly, community will have the skills to help learners with speech difficulties to learn and progress well in classroom.

Fifthly, researchers may benefit to uncover critical areas in educational process that many researchers were not able to explore.

I.7 CONCEPTUAL FRAMEWORK

After this study, teachers will come up with skills, knowledge, attitudes and values to improve the progress of learners with speech difficulties by accommodating them in setting, response and in timing. The following figure shows the relationship between variables



Source: Researcher's design (2024)

I.8 THE THEORETICAL FRAMEWORK

This study was based on Communication Accommodation Theory (CAT) is theory developed by Howard Giles, the professor of communication at University of California. This theory provides a wide-range of framework aimed at predicting and explaining many of the adjustments individuals make to create, maintain, or decrease social distance in interaction. In other words, our communications determined by our individual personalities. Among the different accommodative strategies that speakers use to achieve the goals of communication accommodation, convergence has been the most extensively studied. It is a strategy whereby individuals adapt their communicative behaviours in terms of a wide range of language. Conversely, the strategy of divergence leads to an attention of speech and nonverbal differences between self and the other (Howard Giles, 2007).

This theory is related to my study because it deals with communication with different people, different ways of communication that can be used in different areas. It will support this research through the use of convergence as it is shown by Howard Giles who said that it will assist and adjust the learners with speech difficulties to learn, sharing ideas, interacting with student-student and student-teacher. He also said that through effective communication learners with speech difficulties learn well and progress well accordingly.

I.9 LIMITATION AND DELIMITATION

This section dealt with delimitations and limitations in order to explain what limitation might affect the study

I.9.1 Limitation

The researcher has limitation related to knowledge about sign language, insufficient time and funds. To overcome these challenges, I employed the researcher assistant who is knowledgeable in sign language. Referring to the time I requested the teachers to give an additional time and working overtime for accomplishing the research. In overcoming the challenge of funds, I used my own money where was needed.

I.9.2 Delimitation

The study namely the effects of accommodation for learners with speech difficulties on the performance focused only for learners with speech difficulties. The researcher worked on three selected schools; GS Nyinawimana, HVP Gatagara Gikondo and Amizelo Special School.

I.10 OPERATIONAL DEFINITIONS

Accommodation: is any adaptation made to curriculum instruction or learning environment as well as teaching methods and testing procedures that does not substantially modify the curricular objectives

Progress refers to a development towards an improved or more advanced condition.

Speech difficulties: is a type of speech, language and communication difficulties. For example; when a child has complications with grammar or speech sounds, poor listening or stammering is also referred to as speech, language and communication difficulties

Special Educational Need refers to a need a learner may have in classroom situation which may hinder him/her from learning like other children of the same age. Therefore, these learners may need extra support to learn like other children of the same age.

Special Need Education: is teaching methodology, technics, approaches used in classroom to accommodate the different learners with Special Educational Needs.

Disabilities: are the partial or complete loss of use (or ability) of a certain body part or organ.

Difficulties refer to a thing that is hard to accomplish, deal with, or understand.

Teaching aids: are object such as a book, picture, or map) or device like a DVD or computer) used by a teacher to enhance or enliven classroom instruction.

Teaching methodology: is a method by which a teacher chooses to explain or teach the material to students in order for them to learn the material.

Inclusive Education refers to the process of addressing all learners' educational needs in a mainstream education setting. It is based on the principle that all learners are different but they can learn and develop differently. Therefore, the education system is expected to be flexible and adapted to cater for every learner needs

Response Accommodations: Students typically respond to classroom tasks by speaking, writing, drawing, or other types of expression. Response accommodations allow students to use different ways to complete assignments, tests, and activities.

Setting Accommodations involve changes in the location or conditions of the educational setting or environment. Students may need setting accommodations to address accessibility issues, behaviour management, and problems with organization of space and materials. Students who

receive certain kinds of accommodations that might distract other students, such as a reader, scribe, or frequent breaks, may also need setting accommodations.

Timing accommodation involves making extended time to a given activity like an assignment or a test, giving different breaks to a learner according to his/her needs.

I.11 ASSUMPTIONS

In this research:

The participants were interested in participating without any other incentives.

The participants were answered the questions in straight and truly manners.

Chapter II: LITERATURE REVIEW

This chapter presents an overview of the relevant literature on which the study is based. Literature is reviewed against the objectives of the study namely identify the effects of accommodation for learners with speech difficulties in response on the progress of learners with speech difficulties, find out effects of accommodation in setting on progress of learners with speech difficulties and recognizing the effects of accommodation in timing on the progress of learners with speech difficulties.

II.1 The effects of accommodation in response on the performance of learners with speech difficulties

The early years of schooling are significant time with child development for implications for their educational achievement (Grunewald, 1978). The engagement of spoken language is a central pedagogical role in the learning environment (Graham, 2017) while most of children are competent in communicators by school age, some do not have speech and language skills that are equivalent to their peers. Accommodations aid students participate and make progress in the general curriculum (Marty, 2010).

Stephen, Sireci, Shuhong and Stanley (2003) state that response accommodations allow students to write directly into test booklet or dictate their answers, through response accommodation, students respond to the information, show what they know, and are able to do (Marty, 2010). Students with speech difficulties experiencing problems in responding to assignments and assessments need to use short sentences (Marty, 2010). It is also uncommon for students who have speech or language impairment to struggle with new vocabulary, the students should be provided with additional help in vocabulary retention (Blake, 2016). Peer tutoring can also provide support with difficult vocabulary and text comprehension (Runyan, 1991).

Students may have difficulty expressing ideas in ways that are easily understood by others. Some students are hesitant to give presentations or contribute to class discussions in this case the accommodation from teachers and other students will be needed (Womack, 2017). Task adaptations allow the use of alternate ways of presenting an oral report or presentation, such as by substituting a written paper or allowing a one-to-one presentation (BEES, 2009), Care must be taken to ensure that the student is expected to accomplish the same learning outcomes as other students (Stephen, 2003).

Student responses expressed through speech, pointing, or using a communication device, break up text into smaller paragraphs (Womack, 2017) help learners with speech difficulties to have attention on a given work. Choose for bold over italics to emphasize text and to use 1.5 spacing

instead of 1.25 to keep the document to one page, this affects readability. Multiple or frequent breaks and use of short segment test booklets (Charlton, 2000), Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities (Bambi, 2010), Extra time to process written text and Flexible scheduling to the learners with speech difficulties are very important (Graham,2017).

The research done by Thompson, Morse, Sharpe and Hall (2005) said that sometimes test booklets divided into shorter sections so students can take a break between sections of a test, Engaging students with cooperative language, empowering students through flexible course plans (Womack, 2017) and the way to teach difficult material well is always to make it more accessible. Accommodations can increase care when students are better prepared to take on complex subject matter (Womack, 2017).

Other changes may include the particular time of day-to-day activities. To give students the time and the breaks they need to complete activities (Thompson, 2005), allow them to concentrate on their work, Students can use presentation supports to identify, understand, and integrate ideas presented in text (Thompson, 2005). Teachers are recommended to make their lesson accommodated so that all learners feel valuable in the teaching and learning activities. Extremely teachers should be patient with the students and should not rush them during speaking while it may be tempting for the instructor to finish students' thoughts (Blake, 2016) as an example; the student should completely finish his or her speech before the listener responds. Therefore, the scribe should write down what the student commands (Thompson, 2005). By understanding the short term and long-term communication and educational goals of students, teacher is better able to aid the student in reaching their learning goals (Blake, 2016).

Steven, Staples, John, Constantine, Patricia & Abrams (2017) expressed that most of the teaching and learning accommodations focus on increasing student perceptions, comprehension and expression of language in the classroom. Therefore, teachers are expected to organize their thoughts in a manner that reveals a logical order of their development, using language that is grammatically and orthographically accurate and appropriate for the students with speech difficulties (Steven 2017). Written symbols that represent sounds, which build together to form meaningful words either read or spoken; this becomes an important teaching tool (Staples 2017)

Children with speech sound disorders benefit from targeted interventions to increase their ability to produce speech sounds (McLeod, 2017). Student choice of how to respond to a task is also an important component of student motivation in the language classroom (Dörnyei, 2003). Language, including an emphasis on oral language, then, is advantaged in constructivist learning and teaching

(Gillies, 2014). Accommodations for Learners with speech difficulties should respond to their language-related needs and remove language barriers.

Experts recommend that accommodations used during assessment should also be offered during instruction to increase familiarity with the procedures and to improve access to the native language of learners with speech difficulties (Steven 2017). These guidelines improve readability, but they do not challenge the need for linguistic discussion (Womack, 2017). Small group administration involves testing or providing instruction to a small number of students under adult supervision in a quiet resource room, such as the school library (Michael, 2012). Students typically respond to classroom tasks by speaking, writing, drawing, or other types of expression.

Response accommodations allow students to use different ways to complete assignments, tests, and activities. (Kramer, 2010) Students who have difficulty with expressive communication due to sensory or language impairments, as well as students who are unable to use handwriting due to motor impairments, may need assistive technology devices (Bambi, 2010), if the student is anxious about participating in a discussion, teacher should provide opportunities for the students to practice what he/she will say ahead of time to reduce student responses expressed through speech, sign language, pointing, or using a communication device (Thompson, 2005).

Some students with speech difficulties experience difficulties in responding to mathematical tasks due to difficulty understanding abstract mathematical concepts or using procedural skills, teachers may use an instructional sequence that includes concrete, representation, and abstract stages to provide a graduated and conceptually supported framework for students with speech difficulties to create a meaningful connection (John olson, 1997).

As conclusion, through the use of Dictionaries learners with speech difficulties should be facilitated in word choice when writing, some electronic or talking dictionaries in hand-held devices check spelling and grammar usage as well as word meaning. dictionaries will be useful to the learners with speech difficulties when responding or when presenting a given activities (Michael,2012), teachers are the one to use response accommodation to the learners with speech difficulties by creating simple questions with familiar vocabulary, use of short sentences, a cronyms and symbols when responding as the way of improving their academic progress.

II.2 The effects of accommodation in setting on performance of learners with speech difficulties

With the appropriate teacher's accommodation from the classroom, all students with speech difficulties are capable of making progress in the target language (Arnett, 2013). Setting accommodations typically involved administering the tests individually or in a separate room (Stephen,2003) then, it is very important to have student with speech difficulties practice their

reading (J.D, 2004), as an example, an elementary student who learns how to spell five words each week instead of the 20 words assigned to his/her peers.

In line with Michael, Kieffer, Mabel, David and Francis (2012), setting accommodations are necessary for the student to demonstrate knowledge, ability, or skills. Students with speech difficulties need setting accommodations to address accessibility issues, behaviour management, and problems with organization of space and materials, (Marty, 2010) reduced sources of distractions to allow more concentration by students, seating away from distractions, such as windows, heating or cooling vents, doors, resource areas, or disruptive students (BEES, 2009). Students who receive certain kinds of accommodations that might distract other students, such as a reader, scribe, or frequent breaks, may also need setting accommodations (Stephen, 2003).

Setting accommodation can be provided to all students by thoughtfully minimizing the irrelevant language demands of tests during the test design process (Michael, 2012). The student must use the accommodation regularly in the instructional setting. For example, the student with speech difficulties will need an accommodation for writing in classroom activities (Bambi, 2010), providing English dictionaries or specialized glossaries also had a small significant effect on the test performance for learners with speech difficulties. When considering accommodations, it is important to obtain input from everyone involved including the parents, staff and teachers who will be responsible for delivering the accommodations (Michael, 2012). The team should also include the student when making decisions about setting accommodations. The student can provide important insights into accommodations that are both acceptable and needed (Bambi, 2010). Students who have difficulty hearing and attending should have preferential seating facing the teacher (Lockman, 2010). Preferential seating involves locating the student's desk in a place where he or she is best able to see or hear the teacher and complete assignments (Fletcher, 2006).

The specific location will depend on the needs of the student and the typical activities used in the classroom, such as sitting near the front of the classroom (BEES, 2009), students with speech difficulties may also require simplified language in order to access the content (Bolt,2006), the learning environment should also be a place where all learners feel comfortable and safe (Blake,2016), read aloud is commonly used as a setting accommodation for students with a range of characteristics including learners with speech difficulties (Cawthon,2006), where the test item is read out loud to the student in order to remove the difficulty of reading the test item from the assessment process (Fletcher, 2006).

Referring to the research done by Steven, Staples, John, Patricia and Abrams (2017), Individual settings may be also needed for students who are unable to work in groups, who perform better

when they can read and think out loud. It is clear that time accommodations are designed to promote fairness in testing and to lead to more accurate interpretations of students' test scores. Using the recommendations outlined in the strategy chart, such as setting up routines and procedures in the beginning of the year (Brown, 2001). Consequently, accommodations should be equal or closely similar as the learner practices in classroom education and evaluation events. Occasionally a setting changed to increase physical access for a student (Thompson, 2005)

Blake, Colclasure, Andrew, and Sarah (2016) report that the learning environment need to be a place where all individuals feel comfortable and safe, the teacher should encourage all students in the classroom to accept the students who have speech and language impairment. Use of calendar to record assignments; behaviour system, verbal reinforcement for targeted behaviours and weekly assessment (Marty, 2010) will increase the student's attention and their learning activities. Students with speech difficulties allowed sitting in a different location than the majority of students in order to reduce distractions and increase physical access or access to special equipment (Thompson, 2005).

Abedi, Hofstetter, Baker, & Lord (2001) report that students with speech difficulties given preferential seating that will give them the best opportunity to concentrate on the assessment and stay focused on the task. Setting accommodation becomes the one of the best that assist and guide the learners with speech difficulties through preferential sitting arrangement in the classroom, testing them in the room away from noise gives them courage or motivation and values to learn and succeed in their learning activities (Thompson, 2005). In order to encourage independence, always ask the students when he or she needs a support before assuming so (Abedi, 2001).

According to research done by Graves (2018), a student at Liberty University states that students who use classroom and testing accommodations can have an effect on their specific attitudes and thoughts about test taking skills and their own abilities to be successful. It is better to match the language of tests and accommodations to the language of instruction so that will be easy for the learner with speech difficulty to understand well (Michael, 2012). This will minimize language-related obstacles that learners with speech difficulties encounter during testing (Abedi, 2001) therefore, Students must develop mastery of listening, speaking, reading, and writing skills to process, understand, and apply the meaning of content (Mcleod, 2007).

Research of Brown (2001) has confirmed that learners with speech difficulties benefit from instruction that joins listening, speaking, seeing/reading, and writing the language as quickly as

possible in the classroom. In addition, Alternate learning environments may be self-contained or off-campus. Alternate settings including specialized schools, a home or hospital setting, or a residential facility must be provided as result of making the accessibilities for these learners with speech difficulties (Nilson, 2010).

II.3 The effects of accommodation in timing on the progress of learners with speech difficulties.

Students with speech and language difficulties face specific challenges within education system (Elliott, 2000), teachers need to be able to provide the necessary accommodations students' needs to overcome these challenges (Schumm, 1999), timing/scheduling accommodations become one of the accommodation that can be used by allowing extended or unlimited time and breaking up test administration into separate sessions (Stephen,2003). Therefore, it is students' responsibility to request services in a timely manner (Washington, 2023).

Providing printed materials early to allow students sufficient time to read and comprehend the materials, to allow time for clarification of directions and essential information and arranging for extended time testing session over several days (John olson, 1997), increase the way learners with speech difficulties can comprehend and analyse their activities for better progress in classroom situations. Learners with speech difficulties can benefit from more successful and satisfying educational experience as well as improved peer relationship (ASHA, 2005). Through paraphrasing and summarizing at the conclusion of the presentation or discussion can facilitates student with speech difficulties to recall and understanding well the contents.

According to the report done by Washington 2023, it is better to allow the learners with speech difficulties the additional time to complete in class assignments particularly written assignments and to extend time exam, typically time and one half to double time. Accommodation can be done to the administration process in changing the assessment environment, timing or response format (John olson, 1997) it is important to familiarize yourself as teacher with the accommodation and the accessibility resources and protocols at your classroom to ensure, you are following recommended practices (Nilson, 2010).

The use of multiple means of presentation to reinforce new concepts (Morin, 2016). partner students so they can read aloud to each other, Provide a note-taking format before beginning reading to guide comprehension, add images that illustrate the content, Have the students read the story aloud to identify inaccurate construction of sentences (Michael, 2012), Practice spelling student's own name and gradually add other familiar names to spell (University, 2006).

Referring to report of research done by Michael, Mabel, David and Francis (2012), accommodations provided with less restricted time were more effective than accommodations provided with more restricted time. This accommodation, known as extended or extra time, makes changes to the testing conditions, not to the test itself (Michael, 2012).

Extended time may be provided in combination with other types of accommodations or offered alone (Tami pichla, 2006) when time is not central to the construct being measured, using untimed tests with all students removes the need to provide extra time as an accommodation for students with speech difficulties (Nilson, 2010) providing test accommodations alone cannot be expected to eliminate content area achievement gaps between students with speech difficulties and those without speech difficulties (Morin, 2016) test accommodations should be considered to be only a small part of a much larger effort to improve instruction and assessment for students with speech difficulties (Nilson, 2010).

Time accommodations meet the individual student needs and ensure equal access to the academic content standards (Lockman, 2010). The student must use the accommodation regularly in the instructional setting. For example, the student with speech difficulties will need time accommodation for writing in classroom activities as well as in assessment activities. Time accommodation is temporary and they do not reduce learning expectations. Time accommodations must be necessary for the student to demonstrate knowledge, ability, or skill performance (Bambi, 2010). Accommodations in time can help students overcome or minimize the barriers presented by their disabilities (Sheryl, 2013).

According to Bambi, Cathy & Sheryl (2010), Students may need to have the information reviewed and clarified more than one time. Increased wait time can be used for learners with speech difficulties to allow students time to think about what they want to say and how they will say it (Rose, 2005) Students may also need scheduling accommodations to address issues related to effort, rate of performance, attention, and the ability to monitor and manage time (BEES,2005), students with speech difficulties do better when they are not under the pressure of a strict schedule because they read and process information slowly (Rose, 2005) .

The amount of additional time should be determined on a case-by-case basis. A timer can help the student monitor how much longer he or she has to work on specific tasks (Thompson, 2005). A timer can be used to signal the end of the break (Beech, 2003) and a separate timer can be used to define work periods (Beech, 2003) . Some assistive devices like electronic devices which have

alarms or signals can be used to remind the student with speech difficulties an important dates and meetings.

Extended time can range from time and half, double time, or unlimited time on the assessment. On timed reading tests, a task requiring lower levels of language processing than writing, overall extended time has only shown to be slightly beneficial (Runyan,1991), therefore time accommodation is an important to consider when measuring the effect of read aloud on test scores especially in language (Smith,1992). Extended time on computation like math assessments, that typically do not involve reading a passage or a word problem, has not demonstrated differential effects for students with and without speech difficulties (Fuchs, 2005) extended time is most fair for tasks involving higher-order levels of language (Stephen,2006). When using an extended time accommodation on a math test, students who had primary difficulties in reading and no documented math difficulties performed differentially better and thus benefited more from the time accommodation than did students with difficulties in math (Cawthon,2006).

Referring to Stephen, Shuhong & Stanley, he said that the accommodation of extended time improved the performance of students with speech disabilities more than it improved the performance of students without disabilities. It should be noted that oral presentation is often given with extended time and so separation of the effects of these two variables is not always possible (Shuhong, 2003).

According to Runyan (1991), design involved recording students' scores at the end of the standard test time (20 minutes) and again when the student completed the test (untimed condition) here was no significant difference between the scores of students with speech difficulties when they had extended time and the scores of students without speech difficulties under the standard time condition. (Zuriff, 2000) pointed out that a flaw in her design is that any students who completed the test during the standard time condition were unable to increase their scores under the extended time condition (Bryant, 2001)

In line with Camara, Copeland & Rothchild (1998), extended time appears to promote test score validity for students with speech difficulties, test with extended time were three times larger than score gains for students without disabilities who took the test twice under standard conditions. Extended-time administrations provide a more precise estimate of students' abilities than standard-time administrations, and differences in score change are more related to the effect of speed on regular administration (Stephen, 2003).

Regarding to the research done by Abedi, Hofstetter, Baker, & Lord (2001) report that the predictive validity coefficients were significantly lower for SWD who took the test with extended time than for students who took the test under standard time conditions, with the ideas of (Bambi,2010). Data collected before and after the implementation of time accommodation can show whether this accommodation improves student performance and makes some changes in classroom situation. The combinations of different accommodation including setting, timing and responding will make visible change in students with speech difficulties performance in collaboration with parents, teachers, local authorities, different specialists and stakeholders in Inclusive and Special Needs Education (I&SNE)

Chapter III: RESEARCH DESIGN AND METHODOLOGY

III.0. Introduction

This part outlines the methodological approaches the researcher used. It presents the research design, location of the study, target population, sampling techniques and sample size, research instrument, pilot of the study, data collection procedure and data analysis techniques, consideration of logistical issue and consideration of ethical issues.

III.1. Research design

The researcher adopted the descriptive survey research design as an appropriate method of inquiry. Questionnaires and interview were used for gathering information of this research.

III.2 Location of the study

This research was conducted in G.S Nyinawimana, HVP Gatagara Gikondo and Amizelo Special School at Kicukiro district. These schools were chosen to the facts that they have learners with disabilities and other Special Educational Needs. Including physical disabilities, intellectual challenge, learning difficulties and the learners with speech difficulties.

III.3 Target population

The participants for this study are 70 participants including 40 learners and 30 teachers for these learners.

Table showing the learners with speech difficulties participated in this research

HVP Gatagara Gikondo			Amizelo special school			G.S. Nyinawimana		
Male	Female	Total	Male	Female	Total	Male	Female	Total
13	9	22	4	9	13	2	3	5

Table showing the number of teachers participated in this research

HVP Gatagara Gikondo			Amizelo special school			G.S. Nyinawimana		
Male	Female	Total	Male	Female	Total	Male	Female	Total
5	16	21	1	3	4	3	2	5

Source: field (2024)

III.4 Sampling techniques and sample size

This section discusses different sampling techniques that are used in the study to get sample. It debates the size of the sample that were selected for the study and the reason for selection.

III.4.1 Sampling techniques

The school of G.S Nyinawimana, HVP Gatagara Gikondo and Amizelo Special School were selected because, they are schools which have different learners with different disabilities and different Special Educational Needs including the learners with speech difficulties. Teachers of these schools were purposely selected because they give relevant information related to the learners with Speech difficulties (Pauline, 2004)

III.4.2 Sample size

The sampling research of this study comprises with 40 learners with speech difficulties, were selected because they have speech difficulties, 30 teachers because they are one who teach these learners with speech difficulties. The sample size is equal to the population because, all population were needed in this research due to the lower number of all population.

III.5 Research instrument

Research instrument of this study include; questionnaires and interview. Questionnaires were used to 20 teachers and interviews were used to 10 teachers of learners with speech difficulties.

III.5.1. Questionnaires

The questionnaires were used to the teachers to answer to the questions related to the impact of accommodation in response, setting and timing on the performance of learners with speech difficulties. They were used to give relevant information; questionnaires are also used as time consuming (it takes few times in collecting data) and they gave relevant information regarding the research. In distributing questionnaires, teachers answered to the questions involuntary and the answers given were collected after and were analysed by the researcher.

III.5.2. Interview guide

This instrument consisted of a set of general questions that the interview asked when interviewing a respondent. Respondents were 10 teachers of learners with speech difficulties. The instrument helped to cover a broad area of the study, and allowed to depth information through constant searching.

III.6 Pilot of the study

The researcher has the aims to examine the impact of accommodation to the learners with speech difficulties in teaching and learning activities. The researcher used both validity and reliability to

make the research feasible. The pre- retest was used to the questionnaire. In case were distributed to the participants for the first session. The participants were the same for all session. The pre-retest was used to help the researcher to adjust, restructure and remove unclear items in the instruments. During test-retest techniques, researcher found that there was an error in numbering questions and was corrected.

III.6.1 Validity

According to Polit, Beck & Amin (2006, 2005) the content validity of the research instruments was ensured through expert judgement after which adjustments to the instruments carried out. Using the supervisors and other academic staff from the school of Inclusive and Special Needs Education.

III.6.2 Reliability

To test reliability, test- retest techniques was used. At the first time, Questionnaires were distributed to the group members for indicating X value. With a break interval of one week, retest was used to the same group for representing Y value. After the researcher calculated the Pearson product moment correlation coefficient (r) to establish the relationship between tests and re-test. It was found that coefficient is 0.79. Referring to Ordho (2009) being greater than 0.75 means there is a reliability. Therefore, the instrument is reliable.

III.7 Data collection procedure and data analysis techniques

This section deals with data collection procedure and data analysis techniques.

III.7.1 Data collection procedure

Questionnaires to the teachers were distributed and answered in suddenly to eliminate loss and cross-sharing information of respondents. Data collection was done in two days. The first day was completing of questionnaires, and the second day, the researcher made the interview to the participants.

III.7.2 Data analysis techniques

This research uses both quantitative and qualitative. Descriptive statistics was used to analyse quantitative data. Data was collected from questionnaires, data were coded and presented in frequency distribution, percentage and tabulation focus group discussion was qualitative and it was analysed by thematic analysis and the dominant terms were caught and presented through narrative to describe the different ways of accommodation to be used to help learners with speech difficulties.

III.8 Consideration of logistical issues

The researcher was used some amount of money such as in data collection for printing, copying questionnaires and for transport. The schools are accessible for collecting data because the teachers gave the information voluntary.

III.9 Ethical issue

After receiving an approval and an introduction letter from the school of Inclusive and special needs, it was presented to the Head teacher for data collection. The researcher sought consent of the participants through a preliminary visit to the selected schools

Chapter IV: DATA ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings, interpretations and discussions according to the objectives

IV.1 General and demographic information

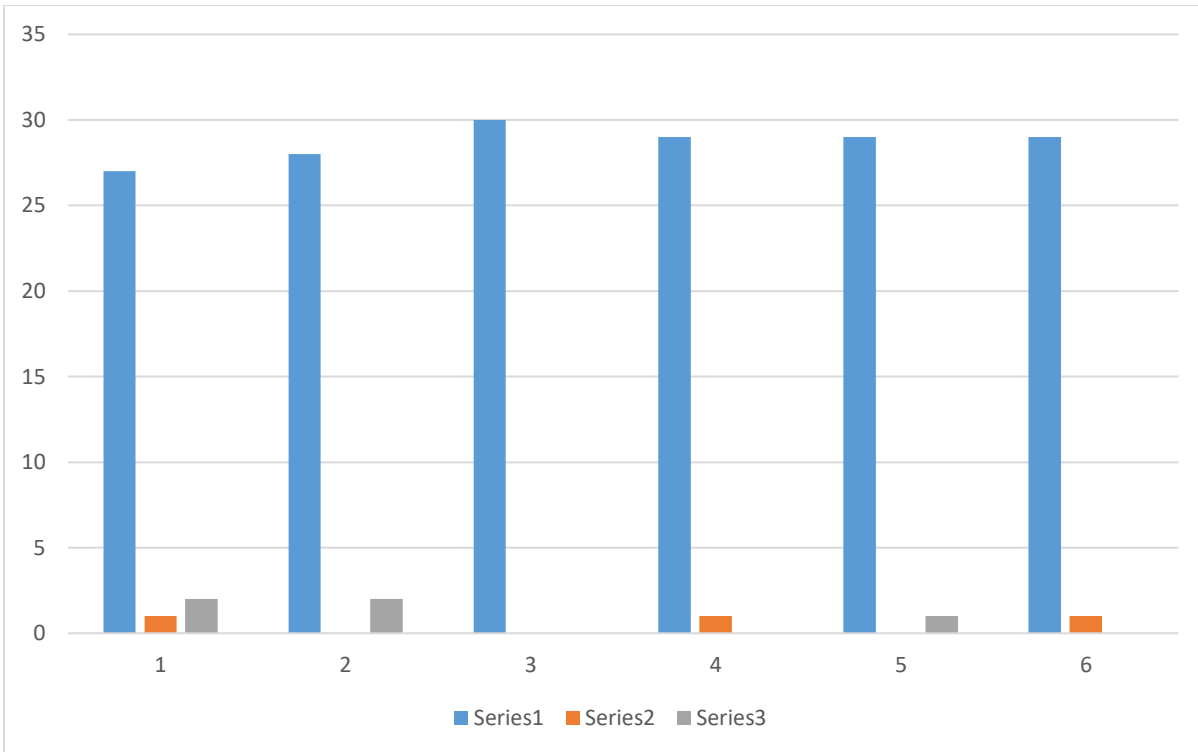
Demographic characteristics of sample: Gender by school and age category

	Gender		
	Male	Female	Total
Demographic characteristics	Number %	Number %	Number%
Schools			
Special school	6 (20%)	19 (63.3%)	25(83.3%)
Inclusive school	3 (10%)	2 (6.6%)	5(16.6%)
Age category of participants			
Under 30	1 (3.3%)	7 (23.3)	8 (26.6)
30-39	8 (26.6%)	12 (40%)	20 (66.6%)
40-49	0 (0%)	2 (6.6%)	2 (6.6%)

Source: field (2024)

IV.2 Responses of the teachers' perceptions about the effectiveness of using accommodation in setting on the performance of learners with speech difficulties.

The objective of this task is to indicate the effect of using setting accommodation in teaching and learning activities of learners with speech difficulties. To explore the teachers' perceptions about the effectiveness of using accommodation in setting in teaching and learning, a researcher asked them six questions. The findings are recorded in the table below;



Source; field (2024)

- Series 1 indicate the number of participants who agreed on the statement
- Series 2 indicate the number of participants who are neutral on the statement
- Series 3 indicate the number of participants who disagreed on the statement

Majority of participants 27 (90%) out of 30 accept that accommodation in setting helped them to teach easily learners with speech difficulties. Some respondents 1(3.3%) were neutral on this statement and other respondents 2(6.7%) disagreed that setting accommodation does not assist them easily in teaching and learning activities when teaching learners with speech difficulties.

Most of the respondents expressed that setting accommodation, is enjoyable in teaching learners with speech difficulties 28(93.3%) out of 30 teachers agreed on that statement, only 2(6.7%) teachers disagreed on the statement. The statement requesting whether setting Accommodation support the teachers to motivate and encourage learners with speech difficulties, 30(100%) out of 30 all the teachers agreed that it supported them to motivate and encourage the learners with speech difficulties.

Majority of the participants 29(96.6%) out of 30 stated that setting accommodation helped them to share with their learners with speech difficulties the required resources in their learning only 1(3.3%) were neutral on it. Through setting accommodations learners with speech difficulties

participate actively in classroom activities and being successful according to their level of abilities, on this statement, 29(96.6%) of them agreed and 1(3.3%) disagreed.

More than 28(96.6%) approved that setting accommodation, increase interaction between student-student, student-teacher, they also said that not only student-student interaction but also student-teachers interaction was increased. On this statement only 1(3.3%) were neutral on it.

Regarding the use of setting accommodation, some teachers provided reasons for accommodating learners with speech difficulties especially in setting. Some of the reported importance are such as students' motivation, commitment, collaboration, and involvement not only in learning but also in social.

These findings are supported by cognitive theory which argued that a child has to understand a concept before s/he can acquire the particular language form which expresses that concept (Jean Piaget) whereby these learning theories help learners to address accessibility issues, behaviour management, and problems with organization of space and materials (Marty Beech, 2010).

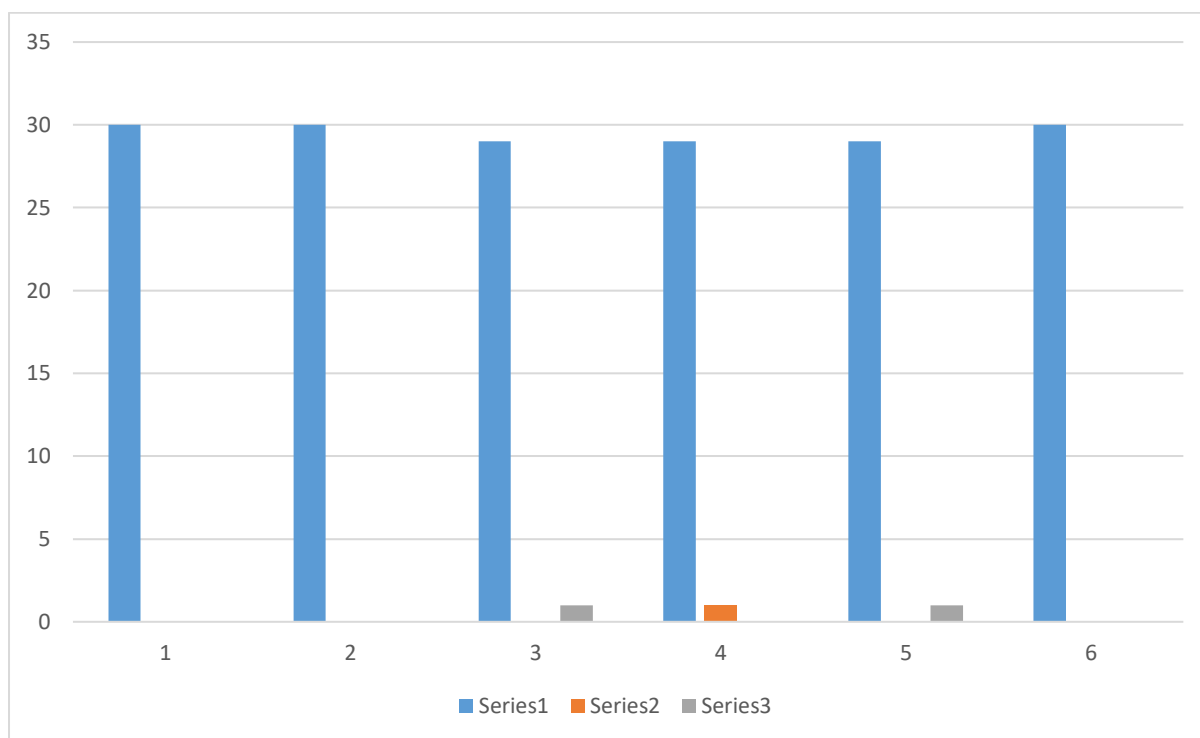
These results are in line with the findings of Abedi, Hofstetter, Baker, and Lord (2001) claimed that setting accommodation was the most effective in reducing the score gap between learners with speech difficulties and those without difficulties in speech, the research carried out by Abedi (2001) stated "modifying test questions to reduce unnecessary language complexity should be a priority in the development and improvement of all large-scale assessment programs.

The results are also in agreement with the literature state that setting accommodation help to reach the special educational needs of all students with speech difficulties (Feyerer, 2002). The findings of the study conducted by (Cingi, 2013) Concluded that setting accommodation aided education, and has the benefit of easy teaching and improved learning as well as better understanding of concepts.

The results are in line with REB (2018) show that through the following setting accommodation: simple sentences and asking the learners to repeat, Tasks broken into small steps, Regular practice in listening to stories and retelling what happened, Opportunities for role play and making clear instructions will accommodate learners in their teaching and learning activities.

IV.3 Answers of the teachers' observations about the effectiveness of using accommodation in response on the performance of learners with speech difficulties.

The task of this study was to analyse the effect of response accommodation in teaching and learning activities of learners with speech difficulties. To discover the teachers' observations about the effectiveness of using accommodation in response in teaching and learning, a researcher requested them six questions. The results are indicated in the table below;



Source; field (2024)

- Series 1 indicate the number of participants who agreed on the statement
- Series 2 indicate the number of participants who are neutral on the statement
- Series 3 indicate the number of participants who disagreed on the statement

As shown in the chart above all the participants 30(100%) accepted that response accommodation helped learners with speech difficulties to be attentive in teaching and learning process they also settled that response accommodation supported teachers to make sure the learners with speech difficulties are following what were taught.

Majority of participants 29(96.6%) agreed that response accommodations assisted learners with speech difficulties to understand well what is being taught while only 1(3.3%) disagree on this statement. through response accommodation, students respond to the information, show what they know, and are able to do in this statement 29(96.6%) out of 30 accept that response accommodation helped students respond to the information, show what they know, and are able to do, only 1(3.3%) were neutral on this statement.

Most of the participants 29(96.6%) also agreed that response accommodations must be the same or nearly the same as the student uses in classroom instruction and assessment activities only 1(3.3%) of them disagreed on it. All the participants 30 (100%) accept that by using response accommodation, the students with speech difficulties are able to participate fully in the activity.

The findings on the effect of response accommodation on the performance of learners with speech difficulties, shows that most of the teachers answered that response accommodation is very crucial in their teaching and learning activities.

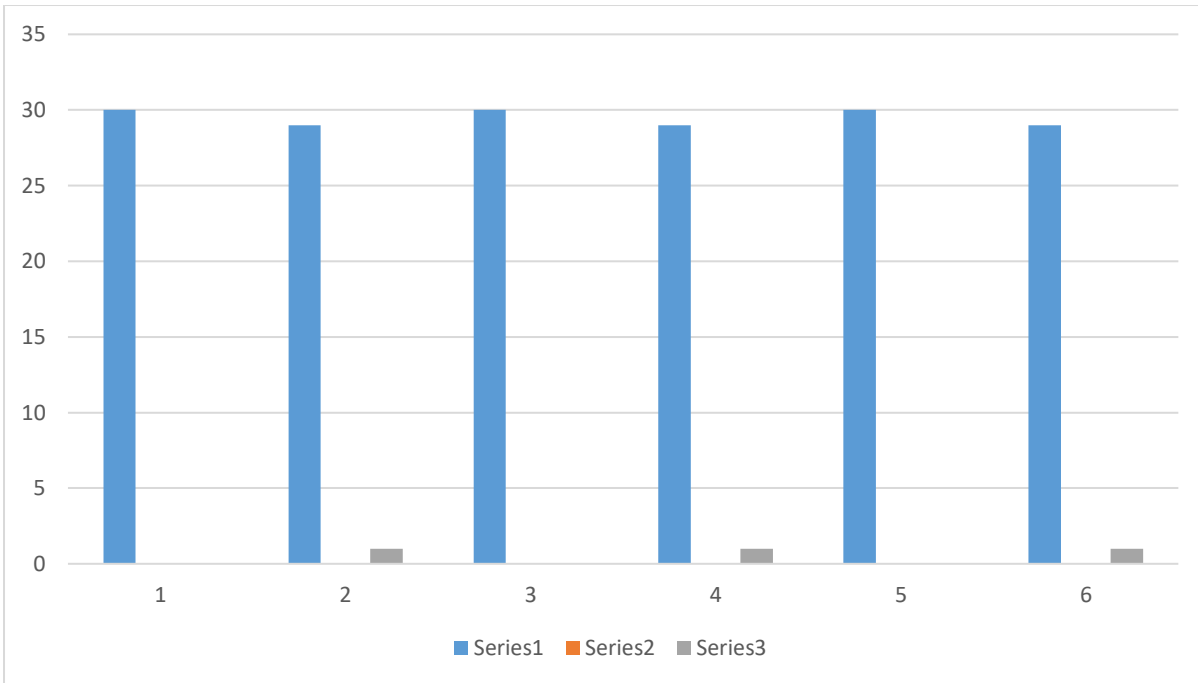
The findings are supported by the research done by (Fuchs et al. 2000; Weston, 2002, Tindal et al., 1998; Johnson, 2000) who said that the response accommodation initiate positive effects on academic performance for learners with speech difficulties.

The findings are in agreement with the research of Bagon at all (2010) who find that response accommodation must be same or nearly the same as the student uses in classroom instruction and assessment activities. It is deeply accepted by the literature which state that by using response accommodation, the students with speech difficulties are able to participate fully in the activity (Mumba et al. 2015)

These results are also in agreement with the research done by (Meloy et al. 2000; Brown & Augustine, 2001) who state that the benefits of response accommodation remain clear in special curriculum but becomes unclear in general curriculum which becomes a barrier to the learners with speech difficulties. This finding could be due to the fact that only specific subdivisions of learners with speech difficulties need this type of accommodation and administering it to a larger group (Henderson, 1999)

IV.4 The teachers' observations about the effectiveness of using accommodation in timing on the performance of learners with speech difficulties.

The participants were asked to grade on a 5-point Likert-scale (i.e., strongly disagree, disagree, neutral, agree, and strongly agree), declarations about their views about the effect of using accommodation in timing in teaching and learning activities of learners with speech difficulties. To discover the teachers' annotations about the effectiveness of using timing accommodation in teaching and learning, a researcher requested them six statements. The findings are shown in the table below.



Source: field (2024)

- Series 1 indicate the number of participants who agreed on the statement
- Series 2 indicate the number of participants who are neutral on the statement
- Series 3 indicate the number of participants who disagreed on the statement

All participants 30(100%) accept timing accommodation is the most way of facilitating learners with speech difficulties, all the participants admit that timing accommodation can increase care when students are better prepared to take on complex subject matter. They also approved that through timing accommodation, the students with speech difficulties feel a part of the class.

Majority of the participants 29(96.6%) out of 30 were also expressed that timing accommodations aid students participate and make progress in the general curriculum only 1(3.3%) disagreed on the statement.

More than participants 27(98.6%) accept on this last statement said that administrators and other schools were recommended to use timing accommodations in their teaching and learning of learners with speech difficulties and the only 1(3.3%) participant disagree on the statement.

The results indicated that timing accommodation gives positive impact to the learners with speech difficulties. These findings are also in agreement with the research done by Thompson et al (2002) who has fairly consistently concluded that extended time helps students with speech difficulties. When extended time accommodations are provided, they should be based on individual student needs and prescribe specific time extensions, rather than a universal rule such as time-and-a-half time (Huesman and Frisbie 2000), (Henderson, 1999)

According to (Ellen B. At al, 2005, Zuriff.G. At al. 2000 & Marquart A. At al. 2000) indicated that across timing accommodation, higher proportions of correct responses were obtained by nondisabled students than by students with disabilities. Third, nondisabled students tended to fail fewer responses or failed to reach fewer items than did the students with disabilities. In line with Ellen (2005) on his research recommended that different groups of students on different subtests are affected differentially by the speediness imposed by the four timing conditions and by item difficulty.

A possible assumption from this study is that, the provision of section breaks is beneficial to the performance not only for students with disabilities but also for nondisabled students, one test centre supervisor suggest that Section breaks allow students to jump themselves through the test, regardless of the students' ability or disability. Our results suggest this may be true, but further research on the provision of section breaks with extended-time accommodations is needed (Ellen,2005), The pattern of means also suggests that tests without section breaks may be harmful to the performance of the students who are to be assisted by the timing accommodation (Packer, 1987)

IV.5 Conclusion

This research on the effect of accommodation on the performance of learners with speech difficulties, was guided by three objectives: to identify the effects of accommodation in response on the performance of learners with speech difficulties, find out effects of accommodation in setting on performance of learners with speech difficulties and to determine the effects of accommodation in timing on the performance of learners with speech difficulties. This research used both quantitative and qualitative methods to collect data from 30 teachers of learners with speech difficulties in three schools.

The accommodation was found to be crucial in accommodating learners with speech difficulties to participate and make progress in the general curriculum. Response accommodation assisted the learners with speech difficulties to fully activate in classroom situation. Through response accommodations learners, show what they know, and are able to do.

Setting accommodation was found to be more important in supporting learners with speech difficulties because through setting accommodations learners with speech difficulties participate actively in classroom activities, interaction between student-student, student-teacher was increased and through setting accommodation, the teachers conclude that it was enjoyable to teach learners with speech difficulties

Timing accommodation facilitate the learners with speech difficulties to master the objectives of the lesson or course. Through timing accommodation, learners with speech difficulties feel a part of the class, interaction and cooperation with others increased. Teachers accept that accommodation help them to assist the learners with speech difficulties, in teaching and learning activities because through accommodation, the teachers make sure that learners with speech difficulties are following what is being taught.

The participants reported the faced challenges including the identification and assessment of learners with speech difficulties, the complications related to training for teaching learners with speech difficulties, behaviour challenge of these learners, ignorance of parents towards the education of learners with speech difficulties and curriculum differentiation where most of these learners do not reach to the national examination.

IV.6 Recommendations

Based on the results of the present study, the author recommend that accommodation should be used to support the practice of teaching and learning in classroom because it offers students with speech difficulties a good way to learn by responding to the information, show what they know, and are able to do, in accommodating learners with speech difficulties interaction between student-student and student-teacher increased. Teachers who teach in inclusive and special schools need to be trained on the identification and assessment of learners with speech difficulties, to overcome the challenge related to the learners' behaviour and use of accommodation in teaching and learning activities. The parents and community should be also educated to the importance of parental involvement to the learners' education.

In addition, educational stakeholders should incorporate accommodation in teaching of learners of speech difficulties not only to the special schools but also in inclusive schools. The curriculum differentiation should be also used to accommodate different learners with related educational abilities.

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APPENDICES

APPENDIX A: TEACHERS' SURVEY QUESTIONNAIRE

Use of accommodation in teaching learners with speech difficulties in your classroom

1. Did you use accommodation when teaching learners with speech difficulties? **Yes/ No**
 - a) If yes, what kind of accommodation did you use?
 - b) How many times did you use accommodations when teaching?

Use a tick (☑)

5=always	
4=often	
3=sometimes	
2= not often	
1= none	

2. Use a **tick (☑)** to answer the following questions related to your opinions

Opinions	Choice	Strong agree	Agree	Neutral	Disagree	Strong disagree
Through setting accommodations, it was easy to teach learners with speech difficulties						
Through setting accommodation, it is enjoyable to teach						

learners with speech difficulties					
By using setting Accommodation help the teacher to motivate and encourage learners with speech difficulties					
Setting accommodation helps me to share with my learners with speech difficulties the required resources in their learning					
Through setting accommodations learners with speech difficulties participate actively in classroom activities and succeed according to their level of abilities.					
Through setting accommodation, interaction between student-student, student-teacher was increased					

<p>Response accommodation helps learners with speech difficulties to be attentive in teaching and learning process</p>					
<p>Accommodation in response helps the teacher to make sure the learners with speech difficulties are following what I am teaching</p>					
<p>Response accommodations helps learners with speech difficulties to understand well what is being taught.</p>					
<p>through response accommodation, students respond to the information, show what they know, and are able to do</p>					
<p>Response accommodations must be the same or nearly the same as the student uses in classroom instruction</p>					

and assessment activities					
By using response accommodation, the students with speech difficulties are able to participate fully in the activity					
Timing accommodation is the most way of facilitating learners with speech difficulties.					
Timing accommodations aid students participate and make progress in the general curriculum					
Timing accommodation can increase care when students are better prepared to take on complex subject matter					
By using accommodation in time, the students with speech difficulties are able to					

<p>master the objectives of the lesson or course.</p>					
<p>Through timing accommodation, the students with speech difficulties feel a part of the class</p>					
<p>I can recommend administrators and other schools to use accommodations in teaching and learning of learners with speech difficulties</p>					

3. What are the challenges of using accommodation in your teaching? From your experience as a teacher what are possible solutions to those challenges?

.....

.....

.....

4. Did you feel comfortable in using accommodation to the learners with speech difficulties while teaching? Please explain

.....

.....

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THANK YOU

APPENDIX B: INTERVIEW GUIDE

The researcher will use the following questions as a guide for the interview process.

- 1. What did you understand by the term accommodation?

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.....

- 2. Did you use accommodation in your teaching?

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.....
.....

- 3. What types of accommodation did you use?

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.....
.....

- 4. Explain briefly the importance of using accommodation in your teaching

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.....
.....

- 5. What are the challenges of using accommodation in your teaching? From your experience as a teacher what are possible solutions to those challenges?

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

- 6. Did you feel comfortable in using accommodation to the learners with speech difficulties while teaching? Please explain

.....
.....

7. What are the roles of school authority in accommodating the learners with speech difficulties?

.....

THANK YOU!!!



COLLEGE OF EDUCATION

TO WHOM IT MAY CONCERN

Dear Sir/ Madam,

Re:

The School of Inclusive and Special Needs Education offers a master's degree in special Needs Education. As part of the academic requirements students must write their dissertation on a topic of their choice after conducting a research study.

In order to facilitate them complete their studies we seek for you cooperation in allowing the above named student conduct his/her research on the topic:

The effect of accommodation for learners with speech difficulties on the performance.

to collect data in your Institution/ Organization. This will enable the student to write his dissertation.

In case you require any other information regarding this exercise you are welcome to contact the School of Inclusive and Special Needs Education.

Thank you for your cooperation.

Sincerely yours.,

Done at UR-CE on:...

Ass.Prof. Evariste Karangwa

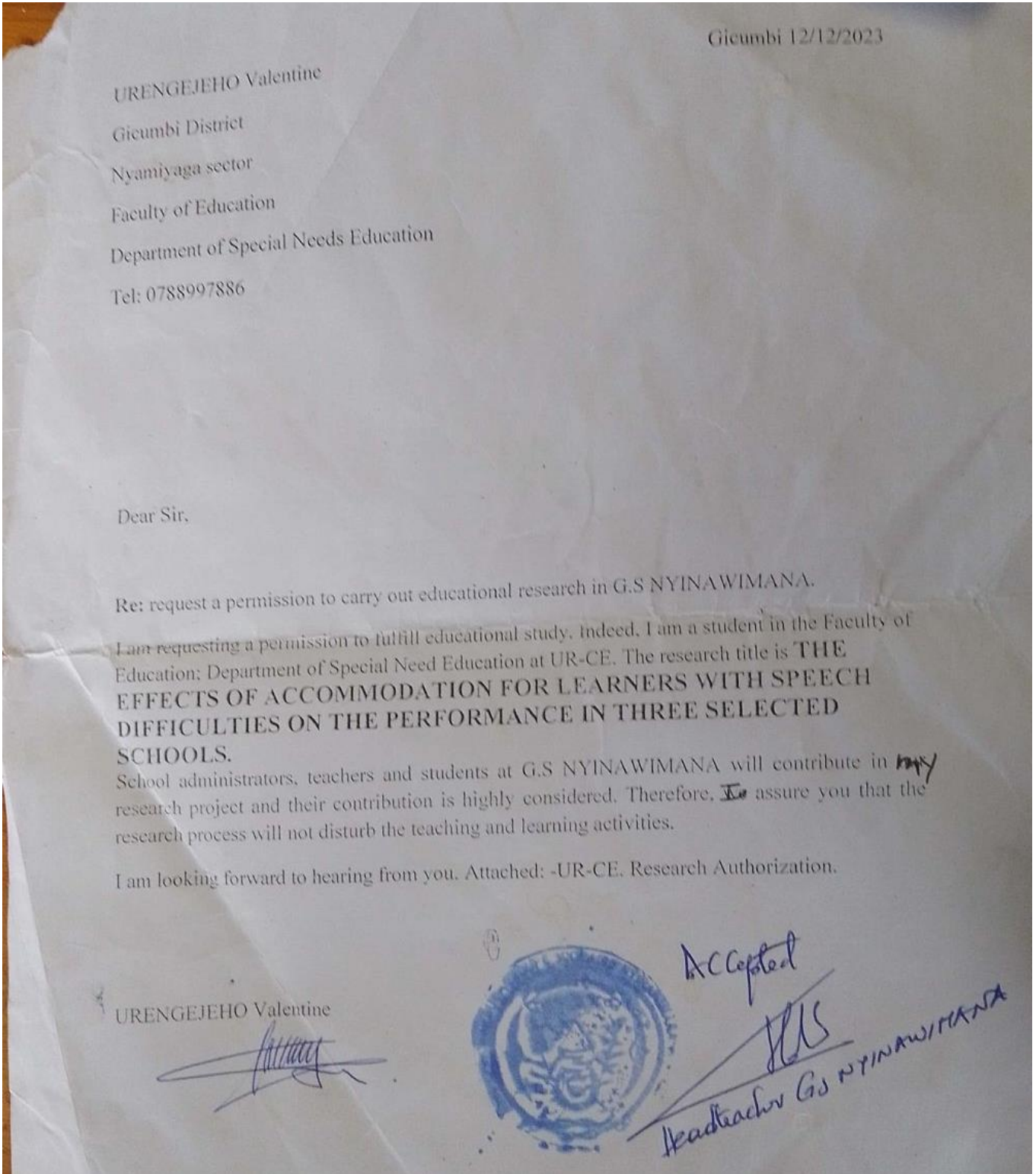
Dean, School of Inclusive and Special Needs Education

Email: karangwa28 ymail.com

Tel: 0785489767/ 0788809234



APPENDIX D: LETTER REQUESTING TO CONDUCT A RESEARCH



APPENDIX E: CONSENT FORM FOR PARTICIPATING IN RESEARCH PROJECT

CONSENT FORM FOR PARTICIPATING IN RESEARCH PROJECT

Study title: the effects of accommodation for learners with speech difficulties on the performance at Home de la Vierge des Pauvres (HVP) Gatagara Gikondo, Kicukiro District.

Investigator: URENJEHO Valentine

Reg. No. 221027775

Masters of Education in Special Needs Education.

Email: valentineurengejeho@gmail.com

Tel: +250788997886

Purpose of the study.

The effects of accommodation for learners with speech difficulties on the performance at HVP Gatagara/ Gikondo in Kigali city province of Rwanda.

Procedure.

The researcher will visit the sampled school and obtain permission from the principal. Before the administration of the questionnaire, the researcher will take time to explain the purpose and procedure for completing the questionnaires correctly. In all, twenty-five (25) questionnaires will be administered and retrieved.

Duration and location

This research will be conducted in HVP Gatagara Gikondo a special school for Brothers of Charity that accommodates students with Mental Disabilities. The study will last for 8 months.

Anonymity and Confidentiality

Throughout this research activity, presentation, and analysis of research findings, codes will be used to protect the respondents' anonymity. Moreover, the participants will be ensured that the information provided during data collection will be kept confidential and not be used for any other purposes outside the research nor disclosed to any other person.

Risks.

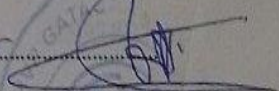
During data collection, a respondent may fail to participate in research due to personal reasons.

Benefits.

There may be no personal benefit from participating in research, but the knowledge received may be of educational value to the researcher and leads to the improvement of academic achievement of students with speech difficulties.

I HABUMUGISHA Olivier..... Director of studies/ Teacher ✓
from H.V.P. GATAGARA GIKONDO accepts to participate in the research performance in HVP
Gatagara Gikondo Kicukiro district. I will willingly provide the information without basing on any
personal interest, emotions, and feelings. The information provided will be true, sincere and related
to real situation and research purpose.

Name and signature of participant.....

HABUMUGISHA Olivier 

Phone number of participant.....

0786045454



APPENDIX F: CONSENT FORM FOR PARTICIPATING IN RESEARCH PROJECT

CONSENT FORM FOR PARTICIPATING IN RESEARCH PROJECT

Study title: the effects of accommodation for learners with speech difficulties on the performance at Home de la Vierge des Pauvres (HVP) Gatagara Gikondo, Kicukiro District.

Investigator: URENJEHO Valentine
Reg. No. 221027775
Masters of Education in Special Needs Education.
Email: valentineurengejeho@gmail.com
Tel: +250788997886

Purpose of the study.

The effects of accommodation for learners with speech difficulties on the performance at HVP Gatagara/ Gikondo in Kigali city province of Rwanda.

Procedure.

The researcher will visit the sampled school and obtain permission from the principal. Before the administration of the questionnaire, the researcher will take time to explain the purpose and procedure for completing the questionnaires correctly. In all, twenty-five (25) questionnaires will be administered and retrieved.

Duration and location

This research will be conducted in HVP Gatagara Gikondo a special school for Brothers of Charity that accommodates students with Mental Disabilities. The study will last for 8 months.

Anonymity and Confidentiality

Throughout this research activity, presentation, and analysis of research findings, codes will be used to protect the respondents' anonymity. Moreover, the participants will be ensured that the information provided during data collection will be kept confidential and not be used for any other purposes outside the research nor disclosed to any other person.

Risks.

During data collection, a respondent may fail to participate in research due to personal reasons.

Benefits.

There may be no personal benefit from participating in research, but the knowledge received may be of educational value to the researcher and leads to the improvement of academic achievement of students with speech difficulties.

I NWINGIZWE Seognatia Director of studies/ Teacher from EP Amizero accepts to participate in the research performance in HVP Amizero Special School at Kicukiro district. I will willingly provide the information without basing on any personal interest, emotions, and feelings. The information provided will be true, sincere and related to real situation and research purpose.

Name and signature of participant NWINGIZWE Seognatia

Phone number of participant 0787460312 / 0722266420



APPENDIX G: CONSENT FORM FOR PARTICIPATING IN RESEARCH PROJECT

CONSENT FORM FOR PARTICIPATING IN RESEARCH PROJECT

Study title: the effects of accommodation for learners with speech difficulties on the performance at Home de la Vierge des Pauvres (HVP) Gatagara Gikondo, Kicukiro District.

Investigator: URENJEJEHO Valentine
Reg. No. 221027775
Masters of Education in Special Needs Education.
Email: valentineurengejeho@gmail.com
Tel: +250788997886

Purpose of the study.

The effects of accommodation for learners with speech difficulties on the performance at HVP Gatagara/ Gikondo in Kigali city province of Rwanda.

Procedure.

The researcher will visit the sampled school and obtain permission from the principal. Before the administration of the questionnaire, the researcher will take time to explain the purpose and procedure for completing the questionnaires correctly. In all, twenty-five (25) questionnaires will be administered and retrieved.

Duration and location

This research will be conducted in HVP Gatagara Gikondo a special school for Brothers of Charity that accommodates students with Mental Disabilities. The study will last for 8 months.

Anonymity and Confidentiality

Throughout this research activity, presentation, and analysis of research findings, codes will be used to protect the respondents' anonymity. Moreover, the participants will be ensured that the information provided during data collection will be kept confidential and not be used for any other purposes outside the research nor disclosed to any other person.

Risks.

During data collection, a respondent may fail to participate in research due to personal reasons.

Benefits.

There may be no personal benefit from participating in research, but the knowledge received may be of educational value to the researcher and leads to the improvement of academic achievement of students with speech difficulties.

I MIZERO Anacet Director of studies/ Teacher
from G.S NYINAWIMANA accepts to participate in the research performance in GS
NYINAWIMANA at Gicumbi district. I will willingly provide the information without basing on any
personal interest, emotions, and feelings. The information provided will be true, sincere and related
to real situation and research purpose.

Name and signature
participant MIZERO Anacet

Phone number of participant 0784423440

