SPEECH ACTS’ ANALYSIS OF THE LANGUAGE OF THE MENTALLY HANDICAPPED CHILDREN OF KARATINA SPECIAL SCHOOL, NYERI.

KAGO BEATRICE MUTHONI

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE AWARD OF THE DEGREE OF MASTERS OF ENGLISH AND LINGUISTICS OF KENYATTA UNIVERSITY.

OCTOBER 2010
DECLARATION

This dissertation is my original work and has not been presented for a degree in any other university or any other award.

Signature

Date 02/11/2010

Kago Beatrice Muthoni
C50/CE/11182/2006

This dissertation has been submitted for review with our approval as university supervisors.

Dr. J. Wangia

Signature

Date 4th Nov 2010

English and Linguistics Department
Kenyatta University

Dr. M. Maroko

Signature

Date 11/1/2010

English and Linguistics Department
Kenyatta University
DEDICATION

This work is dedicated to my late father from whom I learnt the spirit of hard work but did not live long enough to see me scale the heights of my dreams.
ACKNOWLEDGEMENTS

I am grateful to the Almighty for granting me health and strength to move on. Without His blessings, it would not have been possible. In addition, my gratitude goes to my supervisors Dr. Wangia J. and Dr. Maroko M. for their invaluable support and encouragement. Their detailed comments and insightful suggestions sharpened and strengthened my focus throughout this study. Many are the times I tumbled but they were always on my side to urge me on.

I most sincerely appreciate my husband’s encouragement especially in times of uncertainty, his continued belief in the value of M.A programme and his acceptance of disruption and distractions that the programme has entailed. His patience and prayers. Our sons Kigo and Kago have been my inspiration. My sister Waruinu also deserves credit for standing up for me in my absence. Her support and understanding is highly appreciated. I also owe this work to my parents Kigo, Njeri and Wangui for their prayers without which I would have missed a step. The effort of brothers and sisters who stood up with me during the difficult times cannot be overlooked.

I am also indebted to all members of English and Linguistics Department for their assistance and encouragement. My course mates, with whom I walked with this journey, am grateful for their spirit. Finally, many thanks go to the head teacher and members of staff of Karatina special school for allowing me to carry
out this research in the institution without which there would have been no data to analyse.
ABSTRACT

The study set out to describe speech acts found in the spoken language of the mentally handicapped children. It looked at the manifestation of speech acts in the mentally handicapped children's spoken language and described the categories of speech acts found in their language. In addition, the study suggests what can be done by the trainers to help the mentally handicapped children use language effectively.

In line with the stated objectives relevant literature was reviewed to establish how much had been done in this area. Enough data were collected through audio-taping, observation, use of questionnaires and note taking during the five sampled interactions. The sample from which data were collected was arrived at through different stages. Purposive sampling was done because not all mentally handicapped children possess speech. The best class in the school was chosen which consists of 9 pupils who belong to the mild category among the categories of the mentally handicapped according to American Association on Mental Retardation. Simple random sampling method was used to select the pupils from whom the data was collected.

Qualitative research design was used for this purpose. Data was analysed through transcription, sorting out, categorizing the speech acts and later suggesting what can be done by the trainers to help the mentally handicapped children use language effectively. Data analysis was done using speech act
theory advanced by Austin J. L and Searle. Qualitative data analysis was done where it was established that MHC spoken language have speech acts manifested in their language which can be classified into various categories of speech acts. The study also realized that some categories of speech acts have higher occurrences than others. In addition, trainers can do something to help improve the language of the mentally handicapped children.

The findings have implications for setting up strategies by policy makers in the Ministry of Education on how to teach languages in special schools.

The dissertation is divided into five chapters. Chapter one gives preliminary information on the background to the study. It also deals with research objectives, questions and assumptions which guided the study all through. Finally, the chapter looked at justification of the study, scope and limitations. Chapter two gives a review of related literature and theoretical framework used to analyze data. Research design and methodology are covered in chapter three whereas data presentation and discussion is in the fourth chapter. Finally, chapter five consists of conclusion of the findings and recommendations.
TABLE OF CONTENTS

Declaration................................................................. i
Dedication................................................................... ii
Acknowledgements..................................................... iii
Abstract...................................................................... v
Table of contents .......................................................... vii
Definition of terms ........................................................... x
Abbreviations................................................................. xi
List of tables ................................................................. xii

CHAPTER ONE

INTRODUCTION................................................................. 1

Background to the study .................................................. 1
Statement of the problem ................................................... 3
Research objectives .......................................................... 4
Research Questions ............................................................ 4
Research assumptions ...................................................... 5
Rationale of the study ....................................................... 5
Scope and limitations ....................................................... 6
Summary of the chapter ..................................................... 7
CHAPTER TWO
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Introduction ................................................................. 9
Studies on Mentally handicapped children .......................... 9
Causes of mental retardation ......................................... 14
Symptoms and signs of mental retardation ........................ 17
Language and the brain .................................................. 19
Curriculum of special schools in Kenya ............................. 21
Conversational analysis .................................................. 23
Theories of language learning ........................................... 27
Mentalism theory ........................................................... 28
Behaviorism ................................................................. 28
Theoretical Framework .................................................... 30
Summary of the chapter ................................................... 38

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

Research design ............................................................ 39
Area of study and study population ................................ 40
Sampling procedure and sampling size ............................. 40
Data elicitation and recording ......................................... 41
Data analysis and presentation ....................................... 42
Summary of the chapter ................................................... 43
DEFINITION OF TERMS

**Aphasia** - It is an impairment of language functioning due to localized cerebral damage that leads to difficulties in understanding and producing linguistic forms.

**Autism** - It is a profound mental disorder marked by inability to communicate or interact with others.

**Behavior disorder** - A condition in which a person's actions are so inappropriate, disruptive and possibly destructive to such an extent that their behavior may interfere with the education. Such person may require special education services.

**Downs Syndrome** - It's a clinical type of mental retardation which results from specific abnormal chromosomal arrangement.

**Handicap** - This is the social consequence of a disability. It is the restriction of activity resulting from a disability or from society's attitude towards disability. It is the result of any condition be it physical, mental or emotional that inhibit or prevents achievement or acceptance.

**Mental deficiency** - It is a state of incomplete mental development.

**Special education** - A system of education designed to meet the needs of a child who is restricted in his ability to follow normal school curriculum because of some handicap.

**Special school** - School offering special services to learners with special needs.
ABBREVIATIONS AND ACRONYMS

AAMR - American Association on Mental Retardation

CMR – Custodian mentally retarded

EMR – Educable mentally retarded

IQ- Intelligent quotient

LAD- language acquisition device

MA- Mental Age

MHC – Mentally handicapped children

NHC - Non handicapped children

PKU- Phenylketonuria

TMR- Trainable mentally retarded
LIST OF TABLES

2.1 Categories of mentally retarded children and their levels of IQ (AAMR 1995)

2.2 Kirk’s (1979) categorization of mentally retarded children

4.1 Frequency of categories of speech acts.
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

A speech act theory considers linguistic utterances as performing actions. Making statements may be the paradigmatic use of language but there are other sorts of things that we can do with words. We can make requests, question, give orders, make promises, give thanks, offer apologies among others. Almost any speech act is really the performance of several acts at once distinguished by different aspects of the speakers intention; there is an act of saying something, what one does in saying it which could be ordering or apologizing among other acts and how the speaker affects the listener's attitude.

Speech act theory accounts for how speakers can succeed in what they do despite the various ways in which linguistic meaning undermines use. To communicate is to express certain attitude and the type of speech act being performed corresponds to the type of attitude being expressed. For instance, a statement expresses belief, an apology expresses regret and a request expresses desire. An act of communication succeeds if the audience identifies in accordance with the speakers intention in attitude that is being expressed.

Austin (1962) points out that the business of a sentence can only be to 'describe' some state of affairs or to 'state some fact' which it must do 'truly' or 'falsely'. We perform all sorts of 'speech acts' besides making statements.
Sometimes, these statements may go wrong or be ‘infelicitous’ besides not being true.

Austin gives three distinct levels of speech acts; Act of saying something; ‘locutionary act’, what one does in saying something; ‘illocutionary act’ and what one achieves by saying something; ‘perlocutionary act’.

Certain birth defects or defects during early infancy such as mental retardation can interfere with a child’s ability to do things with words. Sheerenberger (1983) defines mental retardation as intellectual or cognitive limitations and an inability to adapt to the demands of everyday life. Mental retardation or intellectual disability is significantly sub average intellectual functioning present from birth or during early infancy, causing limitations in the ability to conduct normal activities of daily living. People with mental retardation have significantly below average intellectual functioning that limits their ability to cope with two or more adaptive skills of normal daily living. These abilities includes: the ability to communicate, make decisions, be aware of personal health and safety among others (American Association of Mental Retardation). Various degrees of impairment of intellectual functioning levels are based on the result of intelligent quotient (IQ) tests. Due to low levels of IQ, a mentally retarded child may not execute speech acts properly.
Teaching in special schools helps these children with adaptive skills for everyday life survival but there is need to look at the interaction between mentally retarded children so as to build up materials which would assist trainers in these schools especially when teaching languages.

1.2 Statement of the problem

Mental retardation causes difficulties in learning, adjustment and behavior. Most of the teachers in special schools are equipped with skills of making these children fit in the society by teaching them basic adaptive skills. However, there is need to find out actions resulting from their speech so that the teachers would be equipped with skills of helping them to interact among themselves and communicate effectively so as to avoid risk of social withdrawal or low perception. Most teachers are equipped with education goals. There is need to look at language use, actions resulting from words and see how this can contribute towards achieving educational goals.

In acknowledging the importance of educational goals, there is need to study the use of language as a means of communication that is performing actions. This study therefore investigated speech acts associated with mentally handicapped children. They are manifested in the way mentally handicapped children use language and also associated with actions resulting from speech. Actions
resulting from speech may lead to poor communication such that the meaning is distorted or communication fails to take place at all.

1.3 Research Objectives

The objectives of the research were:

(i) To identify and categorize the speech acts manifested in the spoken language of mentally handicapped children of Karatina Special School.

(ii) To determine the frequency of occurrence of each category of speech acts in the language of mentally handicapped children of Karatina Special School.

(iii) To suggest what can be done by trainers to help mentally handicapped children use language effectively.

1.4 Research Questions

This study sought to answer the following questions:

(i) What are the categories of speech acts in the language of mentally handicapped children of Karatina special school?

(ii) What is the frequency of occurrence of each category of speech act in the language of the mentally handicapped children of Karatina Special School?

(iii) How can the trainers help the mentally handicapped children use language effectively?
1.5 Research assumptions

The study was based on the following assumptions:

(i) Mentally handicapped children have speech acts manifested in their language which can be classified in various categories.

(ii) Some categories of speech acts have a high level of occurrence than others.

(iii) There are ways in which trainers can help the mentally handicapped children to use language effectively.

1.6 Rationale of the study

Despite the fact that children’s communicative disabilities have been studied in America and Europe, not much has done been in Kenya especially in the area of speech acts among the mentally handicapped.

Most of the studies in the area of language pathology in Kenya have focused on visual, hearing and mental retardation of children giving little attention to speech acts. Literature reviewed shows that most studies done on exceptional children in Kenya have focused on hearing and visually impaired cases. For example, Wanyoike (1998) focused on dyslexia in children, Akatch (1988) focused on communication of deaf in Kenya while Wamae (1990) focused on sign language mode of instruction of English affixes by hearing impaired. In addition, Oswago

Children who are mentally handicapped may encounter problems in doing things by words. Most of the teachers in special schools are equipped with knowledge of how to help them cope with challenges of everyday life. Findings of the study therefore will contribute towards the broad area of discourse analysis especially in highlighting the acts of speech by mentally handicapped children. This will add to the development of speech act theory.

Mentally handicapped children face difficulties in communicating effectively. The result of the study will contribute towards material development by the teachers by suggesting how they would use the language in context and work closely with family members to help them communicate effectively. The study will also be of use to the publishers dealing with communication skills of MHC. The policy makers in the Ministry of Education can also use the outcome of the study in writing up the curriculum for the MHC. In this sense, more research is needed to add to the existing knowledge.

1.7 Scope and limitations

This study falls within the broad area of discourse analysis. MHC have difficulties in language due to a number of causes such as: hearing loss, neurological disorder, autism, cerebral palsy, down syndrome, brain injury
among others. Due to the broadness of the field, financial and time constraints the study mostly dealt with those suffering from mental retardation due to brain damage and focused on speech acts.

There are three levels of speech acts according to Austin (1962): locutionary, illocutionary, and perlocutionary. Searle (1965; 1969; 1975) further categorizes illocutionary acts into five groups namely; representatives, directives, commissives, expressives and declarations. Although speech acts can be classified into various categories, the study focused only on illocutionary acts. This concerns with whatever is done by an utterance. Choice of English as the language of study was based on fact that it is a global language. It also plays an important role in the Kenyan schools curriculum as it is used as the language across board. In addition, English is used as a medium of instruction and also its being one of the Kenyan official languages.

Although there are several special schools in Kenya, this study focused on Karatina Special School. Being a government school, it is accessible to people of all backgrounds and thus it would be a representative of the large group of schools in this category.

1.8 Summary

The chapter has looked at the introduction to the study. It has the following subsections: background to the study, statement of the problem, research
objectives, research questions, research assumptions, rationale of the study, and finally scope and limitations. The next chapter looks at literature review and theoretical framework.
CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This section deals with a review of related literature. The first part deals with the studies of mentally handicapped children. Causes, signs and symptoms of mental retardation follow. After that, we have curriculum for the special schools in Kenya, conversational analysis and theories of language learning. Theoretical framework comes at the end of literature review.

2.2 Studies on mentally handicapped children

Grossman (1983:11) defines mentally handicapped as those who are “significantly sub-average in general intellectual functioning resulting in, or associated with concurrent impairment in adaptive behavior and manifested during development period.” This sub-average intellectual functioning may be present from birth or early infancy causing limitations in the ability or conduct normal activities of daily living. Mental retardation is also defined as a developmental disability that can appear from birth or early infancy causing limitations in the ability to normal activities of daily living through the age of eighteen years and is a life long process. Based on IQ tests about 3% of the world’s population are considered to be mentally retarded (Arc 2005).

People with mental disability or intellectual disability have significantly below average intellectual functioning that limits their ability to cope with two or more
activities of daily living. These activities include: the ability to communicate, live at home, take care of oneself including making decisions, participating in leisure, social, school and work activities and being aware of personal health and safety. According to Halland et al (1994) and Ndumo (1983), mental handicap manifests itself during the development period of a child.

People with mental retardation have varying degrees of impairment. Intellectual functioning levels can be based on the results of intelligent quotient (IQ). Mental retardation refers to people with IQ below 70 or those who have limitations in two or more adaptive life skills. Formal testing of mental retardation has three components namely, interviews with parents, observation of the child and norm-referenced tests. Some of the tests used to measure intellectual ability are Stanford-Binet intelligent scales and Wechsler Intelligence Scale for Children – IV. Others like Vineland Adaptive Behavior Scales assess area such as communication, daily living scales, social abilities and motor skills.

According to American Association on Mental Retardation (AAMR 1995), people who are mentally handicapped are classified as below.
Table 2.1 Categories of mentally handicapped children and their levels of IQ

<table>
<thead>
<tr>
<th>Type</th>
<th>Level of IQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild (slight)</td>
<td>52-69</td>
</tr>
<tr>
<td>Moderate (medium)</td>
<td>36-51</td>
</tr>
<tr>
<td>Severe (heavy)</td>
<td>20-35</td>
</tr>
<tr>
<td>Profound (extremely heavy)</td>
<td>19-and below</td>
</tr>
</tbody>
</table>

Those who fall under mild category cannot be diagnosed until they enter school because they develop social and communication skills during their first five years. Learning difficulties become evident in formal settings. When put under special programmes they can learn. They can develop social and communicative skills; motor coordination is slightly impaired and can be expected to learn appropriate skills. They can achieve enough social and vocational skills for self-support and may need guidance and assistance during the times of unusual social or economic stress.

The moderate (medium) category accounts for about 1% of the mentally retarded children (Arc 2005). They have no ability of making a living independently. They can talk or learn to communicate. Their social awareness is poor; motor coordination is fair; they can learn some social and occupational skills, may learn to travel alone in familiar places and may learn self-support activities by performing unskilled or semiskilled work under sheltered
conditions. They also need supervision and guidance when under mild social and economic stress. However, with supervision they can learn some skills and take care of their personal needs. As they reach adulthood, they can work well in supervised settings.

Those who fall under severe category accounts for about 3-4% of the mentally retarded persons. They can say few words and be able to learn some self-help skills, have limited speech skills, motor coordination is poor, can learn simple health habits and may contribute partially to health and self-care under complete supervision and can develop some useful self-protection skills in controlled environment.

Finally, those who fall under the profound category are totally dependent on others for survival. They are very unaware of themselves and the environment. They have little motor coordination and muscle co-ordination during early childhood and do not reach developmental milestones. In addition, they have limited communication skills but as they grow older, they may be able to perform some of the most basic self-care skills and may develop some limited speech. They require skilled nursing care and constant supervision.

Kirk (1979) also categorized the MHC into various groups. His method is useful for the purpose of efficient education provision. Kirk classifies the MHC using the following three levels.
Educable (EMR) are those MHC who have IQ between 75-50 points. The second level is of those who have an IQ falling between 49-25 points that he refers them as trainable (TMR). The third group is known as custodian (CMR) which has an IQ below 25 points. Kirk’s categorization can be summarized in the following table.

Table 2.2 Summary of Kirk’s categorization of MHC (1979)

<table>
<thead>
<tr>
<th>category</th>
<th>IQ points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educable</td>
<td>75-50</td>
</tr>
<tr>
<td>Trainable</td>
<td>49-25</td>
</tr>
<tr>
<td>custodian</td>
<td>25 and below</td>
</tr>
</tbody>
</table>

Those in educable group are not ready to do basic writing, reading or arithmetic when they enroll in special schools at the age of 6 years. These skills remain under developed until the MHC reaches the age of 8-11 years. He also states that by the time EMR completes formal schooling, their academic achievement ranges between 2\textsuperscript{nd} and 6\textsuperscript{th} grade in USA schooling system. Robson and Robson (1981) agree with Kirk’s (1979) on the best achievement grade.

Campbell (1997) stated that mental handicap (MH) is not a static phenomenon but can be dependent on upbringing and education. Therefore, it can be influenced. According to Robison and Robison (1976) most MHC have low
Mental age (MA) as compared to their non-mentally handicapped (NHC) counterparts. They further explain that mildly retarded adults have a MA of between 8 and 10 years while those MHC falling under the category of moderately retarded adults have MA of between 3 to 5 years of NHC. Profoundly retarded adults operate at a MA of an average NHC of less than 3 years.

Various studies have been done on MHC. Oswago (2005) looked at the lexical density of the spoken language of the MHC. The study sought to find out the unique characteristics found in their spoken language. Ombati (2009) studied a comparison of descriptive English compositions of visually impaired and sighted students in Kenyan secondary schools. Others include Wanyoike (1998) who studied dyslexia in children while Akatch (1988) looked at the communication of the deaf in Kenya. However, not much had been done in the field of speech acts of the spoken language of the MHC. The study thus concentrated on doing things by words by the MHC. Due to various categories of MHC and abilities in each of them, the study focused on those who fall under mild or slight category because they have speech and can learn when put under special programmes.

2.3 Causes of mental retardation / Intellectual disability.

A wide variety of medical and environmental conditions can cause mental retardation. Some are genetic, some are present before or at the time of
conception and others occur during pregnancy, childbirth or after birth. The common factor is that something interferes with the growth and development of the brain that is, something injures the brain or a problem prevents the brain from developing normally.

The Arc 2005 classifies the common reasons for mental retardation into three main causes namely: Down Syndrome, Fragile X Syndrome and fetal alcohol syndrome. These causes can also be classified into four groups namely; socioeconomic and environmental factors, injuries, infections and toxins and biological causes. However, the AAMR, 2002 classifies the causes of MR into three main groups. These groups include: prenatal causes that occur before birth, perinatal causes that occur during birth process and postnatal causes that happen after birth or during childhood.

Prenatal causes that exert themselves before birth are mainly grouped into three major classes namely: genetic and heredity, toxins taken by pregnant mothers and neural tube defects. Genetic and heredity causes include fragile X syndrome, Down syndrome and Phenylketonuria (PKU). The Arc 2001, defines Fragile X syndrome as an inherited disability caused by mutation on the X chromosome which was identified in 1991. It is now recognized as the commonly known inherited cause of mental retardation affecting 1 in 4,000 males and 1 in 8,000 females (Crawford, Acuna, & Sherman 2001). In addition, it is commonly associated condition of otitis media with resulting hearing and
language problems. Many of these individuals are challenged by limited attention span, hyperactivity, stereotypical behaviours and an inability to relate to others in typical ways. Almost half of the people with fragile X syndrome have coexisting autism (Abbeduto et al, 2004: Denmark, Feldman, & Holden, 2003). Many of these individuals are also known to have repetitive speech problems (Belser & Sudhalter, 2001).

Arc (2001) defines Down’s syndrome as a chromosomal disorder where an individual has too few or too many chromosomes. The nucleus of each human cell normally contains 23 pairs of chromosomes. Identifiable physical characteristic is an extra flap in the corner of the eye. A great majority of the people with Down syndrome have a high incident of medical problems (National Down Syndrome Society 2005).

Phenylketonuria occurs when a person is unable to metabolize phenylalanine which builds in the body to toxic levels that damage the brain. Prenatal toxins include alcohol, lead, methyl, mercury, tobacco and drug exposure resulting from the behaviour of the mother. Diseases and infections such as HIV/AIDS, herpes simplex, toxoplasmosis, rubella virus can also devastate the unborn baby. Neural tube disorders such as anencephaly, which is a condition where most of the child’s brain is missing at birth and incomplete spinal closure can also be a course of MR. Severe malnutrition and pregnancy complications such as heart
and kidney diseases of the mother is also a great cause during the pregnancy period.

Perinatal causes occur during the birth process. They include asphyxia which is birth injuries due to oxygen deprivation, umbilical cord accidents, obstetrical trauma and head trauma. In addition, low birth weight can cause mental retardation.

Postnatal causes occur after birth. The environment is the major factor in many of these situations. After birth MR can be caused by child abuse and neglect, environmental toxins, accidents, malnutrition of the child, severe head injury, brain tumor and their treatments as well as brain infections caused by diseases such as meningitis and encephalitis are some of the postnatal causes.

Due to the fact that production of language takes place in the brain and the main cause of retardation is that something interferes with the development of the brain, this study sought to categorize the speech acts among the MHC bearing in mind that the brain has been interfered with.

2.4 Symptoms and signs of mental retardation.

Some children with mental retardation have abnormalities apparent at birth or shortly there after. These abnormalities may be physical as well as neurological and may include: unusual facial features, a head that is too small or too large,
deformities at hands or feet and various other deformities. Some children have an outwardly normal appearance but have other signs of serious illness such as seizures, lethargy, failure to feed and grow normally among others.

The main feature of mentally handicapped children is their degree of learning disabilities, which are usually caused by brain damage, or distribution of brain functions. During their first years, many children with severe MR have delayed motor skills and are slow to sit, roll, and stand. However, most of the children with MR do not develop symptoms that are noticeable until the pre-school period (Kirk's 1979). These learning disabilities become apparent during early childhood days of mentally handicapped children and are manifested in all areas of childhood development especially those that rely on heavily learning process. For instance, delay in acquiring of language and some may fail to acquire language at all. Signs of mental retardation include: delays in oral language development, deficits in memory skills, delays in development of adaptive behaviors such as self-help skills, and lack of social inhibitors. These Children are somewhat more likely than other children to have behavioral problems such as explosive outbursts, temper tantrums and physically aggressive behavior. These behaviours are often related to specific frustrating situations compounded by an impaired ability to communicate and control impulses. Older children may be gullible and easily taken advantage of or lead into minor misbehaviour.
Limitations of cognitive functioning causes a child with mental retardation to learn and develop more slowly than a normal child. Children with mental retardation are more likely than other children to have behavioral problems such as explosive outbursts, temper tantrums and physically aggressive behaviors. These behaviors are often related to specific frustrating situations compounded by inability to communicate and control impulses. Due to the limitations of cognitive functioning of the MHC, the study sought to investigate whether MHC spoken language has speech acts which can be classified into various categories according to speech act theory.

2.5 Language and the brain

The whole brain is divided into two vertical halves which seem to be mirror images of one another. While the left hemisphere is involved in most language tasks, recent evidence indicates that the right hemisphere too is involved in language processing (Beman and Chiarello 1998). The right hemisphere is more involved in processing single lexical items and semantic relations between them while the left hemisphere combines syntactic, semantic and pragmatic information into conceptual representation of a sentence (Faust 1998).

Language disorders (Aphasias) which are impairments of language functions due to localized cerebral damage lead to difficulties in understanding and producing linguistic forms. They are presumed to have as their cause some form of brain damage in some specific parts where language is located. Specific
aspects of language ability can be accorded locations in the brain. Brain activity involved in hearing a word, understanding it, then saying it follows a definite pattern. The word is heard and comprehended in the Wernicke’s area. A signal is transmitted to Broca’s area where preparations are made to produce it. A signal is then sent to the motor area to physically articulate a word.

Most common language disorders are: Brocas aphasia, which is commonly caused by damage or destruction of the brain. It is characterized by meaningful but shortened speech. Further studies show that even comprehension is affected. Wernicke’s aphasia is a language disorder which results in difficulties in auditory comprehension sometimes known as sensory aphasia. It involves difficulty to produce very fluent speech which is however difficult to make sense of. Impairment in the auditory comprehension tends to be accompanied by reading difficulties. Others include: Pure word deafness, conduction aphasia, anomic aphasia and global aphasia.

In conclusion, mental retardation is caused by an injury in the brain which interferes with its growth and development. Due to the fact that production of language takes place in the brain, this study sought to investigate whether MHC spoken language be classified into various categories of speech acts the interference of the brain, thus production of language, can MHC spoken language be classified into various categories of speech acts.
2.6 Curriculum for the Special Schools in Kenya.

In education, tremendous value is placed in the ability to think clearly and rationally. Most economic systems are theoretically designed to highly regard those people who demonstrate high mental abilities either by getting a good deal of education or by solving societal problems. Learners with mental handicap are limited in their capabilities and are therefore not able to meet the expectation of the society (Communication Skills syllabus May 2001).

With the introduction of special Needs Education and campaigns on special needs, traditional prejudices which have made the MHC suffer due to their limitations in their intellectual functioning have been reduced. Education for mental handicap was introduced in Kenya in 1940s which catered for their needs, care, education, pre-vocational and vocational skills. This was necessitated by the disparities that existed as teachers in schools and units for learners with mental handicap used their self-initiated curriculum or curriculum borrowed from other countries where by some content taught was not relevant to Kenya’s situation.

Learners with mental handicap should be taught basic skills for independent living, unlike regular learners who acquire them by observation and imitation. The goals of the syllabus of mentally handicapped children help these learners acquire functional skills for self-reliance.
With the introduction of the curriculum to cater for the mentally handicapped children, the following objectives were designed to guide the curriculum.

(i) To provide balanced and coordinated education experience made up of development and communication skills, the acquisition of literacy, numeracy and manual dexterity, sense of training, individual training in self expression and self control and social training.

(ii) To help the child develop awareness and understanding of the environment.

(iii) To help the child develop habits of learning with enjoyment leading to the experience of success.

(iv) To help the child grow into a strong and healthy person.

(v) To provide the child with a special course of study which will be a suitable foundation.

(vi) To help the child appreciate his cultural background and that of others, to develop his aesthetic sense and to make good use of his free time.

(vii) To help the child to form a good character and understand his responsibility as a member of his community and develop constructive attitude to life based on moral and religious values.

In line with the above objectives the MHC are generally taught how to make friends, importance of friendship, whereby they get to know characteristics of a good friend and how to properly host and behave as a friend when hosted. They are also taught courtesy words such as please, thank you, sorry, excuse among others. In addition, they are taught sharing and in advanced levels, modes of
communication. By the end of the course, MHC are expected to acquire receptive and expressive skills for necessary environmental awareness and interaction. In doing this they develop expressive language skills for interaction, use of functional reading and writing skills and developing an interest for reading information.

By looking at the communication skills syllabus of the MHC the study was able to find out the objectives of teaching languages in Special schools in Kenya. It also gave light on how language is taught and this helped in achieving the third objective which aimed at what can be done by the trainers to help the MHC use language effectively.

2.7 Conversational analysis

This is a sociological approach to the analysis of a conversation. A conversation is an interactional stretch of talk involving at least two participants taking place in a non-formal setting such that no special rules of conversations are said to operate (Sacks et al 1974). Only one person speaks at a time and there tends to be avoidance of silence between the speaking turns although it may vary from culture to culture.

In the analysis of a conversational structure, some issues are of importance consideration which include: turn-taking, adjacency pairs, speaking turn, conversational phrase, topic and the story.
Turn-taking according to Sacks, Schegloff et al (1974) is a process where the role of the speaker or the listener changes from one person to another in a conversation. It occurs with a little overlapping or few silences although no overt rule for changing turns exists. If more or less than one person is talking, it is noticed and the situation is collected so that it may return to normal. Participants in a conversation change their roles in the transition relevant point. They are able to realize their turn as Sacks (1974) suggests that the speaker exercises three degrees of control over the next turn. First, the speaker can select which participant will speak by naming him or alluding to him with a descriptive phrase such as ‘The Right Honorable member...’ By selecting the next speaker, the current speaker also selects the type of the next utterance by producing the first part of adjacency pairs. Secondly, the current speaker can constrain the next utterance but not select the next speaker while lastly he can select neither and leave it to one of the participant to continue the conversation by selecting himself. Choice of the next speaker is always the prerogative of the current speaker if he chooses to exercise it.

Speaker changes turn at the end of a sentence. Majority of turns in a conversation consists of only one single sentence unless permission has been sought for a longer turn. Jefferson (1973) points out that the recipient of an ongoing utterance has the technical capacity to select a precise spot to start his own talk ‘no later’ than the exact appropriate moment. Nevertheless,
unintentional overlaps still occur frequently caused by self-selection. If the current speaker has not selected the next speaker a self-selecting speaker, beginning at a possible completion, may well overlap with current speaker who has decided to continue or with the second self-selecting speaker. One speaker yielding the floor corrects the problem easily. Silence between turns also creates problems and participants feel that this is attributable usually to some intended next speaker.

Sacks et al (1974) suggests that different turn-taking systems produce differently structured turns. A speaker who wishes to continue speaking past particular 'possible completion' may do so by implying an utterance incompletor such as 'but', 'and', 'however' among others. It can also be done by speaking loudly or more quickly than usual. A non-speaker who wishes to speak, but is unable to find suitable entry spot has the option of simply breaking in or indicating by repeated short, single-tonic, utterances his desire for the floor. An extreme non-speaker who is offered the floor but doesn't want it may simply remain silent until the other speaker continues or produce a minimal response to confirm, agree or express interest, or use the whole turn to produce a possible pre-closing utterance such as 'okay', 'alright', 'well' among others.

Most conversations, particularly two-party ones, have periods when there is no talking Goodwin (1981). They organize withdrawal from conversation. The boundary between full engagement and mutual disengagement is not structured
as clear break rather participants are afforded a space within which they reorganize their bodies. Duncan (1974) suggests that that the cues for speaker change can be grammatical, paralinguistic or kinesis or a combination of the three. A listener may claim the speaking turn when the current speaker gives turn signal, defined or displayed at the end of a phonemic clause or at the end of the cues which are intonation, paralanguage, body motion, sociocentric sequences and syntax.

Adjacency Pairs is a stretch of language consisting of two turns in which the occurrence of the first part of the pair predicts the occurrence of the second part Sacks (1974). It identifies turns in a conversation which are more closely related than others. The utterances are produced successively by different speakers and are ordered. The first pair part often selects the next speaker and always selects the next action. They regularly occur in conversation and regulate turn taking. These pairs include greetings, leave taking, questions, apologies and justification. Adjacency pairs are basic structural units of conversation and are used for opening and closing conversations. They are very important during the conversation both for operating the turn-taking system by enabling a speaker to select the next action and the next speaker. In addition, they enable the next speaker to avoid gap and overlap.

Speaking turns is the opportunity to assume the role of speaking. It is what is said or done during the time when one person holds role of speaker. On the other
hand, conversational phase is the major stages within which that conversation is
organized. That is, opening of the conversation, transaction of the topic and
closing of the conversation.

Topic is the information that is being shared. It is the element of news in a
conversation. If absent the speaker tends to explain the subject. Also points to
the idea of language meaning, that is, it is used for communication. The story is
the report of an event in a conversation which necessitates the turn-taking
process where the role of a speaker is held by one person for a long time.
Conversation analysis was helpful in the study in analyzing the interaction of the
MHC.

2.8 Theories of language learning

Language acquisition is the process by which humans acquire capacity to
perceive, produce and use words to understand and communicate (Chomsky
1957). This capacity involves the picking up of diverse capacities including
syntax, phonetics and an extensive vocabulary. Chomsky (2000) states language
acquisition as the transition from birth to state of mind: the initial cognitive state
to stable state that corresponds to the native language of the natural language.

Various linguists have developed various theories of language acquisition.
However, the study looked at two studies namely Mentalism by Chomsky and
Behaviorist theory by B.F. Skinner.
2.9 Mentalism theory

Chomsky (1957) pointed out that children learn language because they possess inborn capacity which permits them to acquire language as a normal maturation process known as language acquisition device (LAD). LAD, which is an innate capacity to learn language, is also known as Universal Grammar. The process is biologically determined. The child has natural predisposition to learn language which is triggered by hearing a speech and the child's brain is able to understand what he hears according to underlying principles or structures it already contains. Chomsky stated out that human natural languages share common principles.

A child from birth is exposed to language which acts as a trigger for the learning device. The device has the capacity to formulate hypotheses about the structure of language which it is exposed to. The child is unconscious of this process and hypotheses are tried out in the child's own language production and are regularly checked against further data that his exposure to language provides. Learning involves masterly of rules. Exposure to the language is an essential condition and therefore environment plays an important role.

2.10 Behaviourism

Skinner (1957) pointed out that learning of a language is controlled by the conditions under which it takes place. As long as the individuals are subjected to
the same conditions, they will learn the same way. Variations are usually due to different learning conditions.

He suggested that the child imitates the language of the parents or care givers. Every utterance and every part of utterance is produced as a result of the presence of some kind of 'stimulus'. The stimulus to which the utterance forms a 'response' may be physically present in the situation, it may be verbal or may be internal. Only if the response is repeated can be fully learned. Therefore, repetition is a very important notion of behaviorism theory. One learns what he practices doing. Foreign language learning is basically a mechanical process of habit formation (Brooks (1960). Behaviorist teaching relies more on analogy than rules for teaching the structure of language. The teaching encourages the learners to construct sentences according to previously learned set of rules. The concepts of language learning helped understand how children acquire language. These concepts helped in understanding how a child acquires and learns language.
2.11 THEORETICAL FRAMEWORK

This study was based on the speech act theory was used which was posited by Austin (1962) and Searle (1965, 1969, 1975). It is a theory of language that considers linguistic occurrences as performing actions. Scholars in this field concentrated on the study of sense of reference and republications of sentences and parts of sentences. Austin, J. L. (1962) observed that it had long been the assumption of linguistic philosophers that 'the business of a statement' can only be to describe some state of affairs or to 'state some facts' which it must do either truly or falsely. He realised that this was not always the case.

Some linguistic philosophers studying the sentences that were occurring realized that some of the statements may be nonsensical despite their unexceptional grammatical form. Although the sentences have the correct grammatical form, they have no meaning.

For instance,

(i) The bachelor gave birth to a baby girl.

In the above example, there is no way a bachelor can give birth in normal circumstances. Thus the sentence does not communicate anything despite its correct grammatical shape.

Other sentences may be expressing other things apart from facts like ethical proposition intended to solely or partly evince some emotional effect in some conduct or influence the hearer in a special ways.
For example,

(ii) Oh yes, Jesus is coming tomorrow.

(iii) I will die, if you won't buy me a cup of tea.

The above examples are not in any way expressing a fact but are trying to create some emotions or feelings to the hearer so that he can behave accordingly. In example (ii), the hearer is supposed to fear the coming back of Jesus and be an upright person while in the third example the speaker is pleading so as to be bought for the cup of tea thus the hearer feels sorry and may obey.

In addition, the linguistic philosophers realized there was another category which seems to be doing things which was named performatives. In this category saying a word constitutes the performing of an action. For instance,

(iv) I will give you a present tomorrow.

(v) I bet you five shillings if she comes.

(vi) I hereby name this ship MV Nyayo

By uttering sentence (iv) the speaker is not only saying words but also doing an act with the words. He is promising the hearer a gift the following day. In saying sentences (v) and (vi) a speaker is actually performing an action. In sentence (v) the speaker is not describing what he is doing or stating that he is doing it but actually performing the action of promising five shillings while in (vi) he does the act of naming a ship.
Austin (1962) focused on this group of category which seemed to be doing things i.e. performatives. According to Joshi (1981), first a theory of speech act is needed as a part of any theory of utterance meaning and secondly conversationalists, whether computational or human must be able to recognize and interpret utterance as assertions, questions, orders, predictions, among others if they are to respond to them appropriately.

Austin established two types of utterances. First is Constatives which are sentences that make statements or facts of reports of affair. They have a truth value. For instance,

(vii) It will rain today.

The sentence can be tested for its truth-value. They are utterances which look like statements and are not intended to record or impart information about facts.

Secondly, performatives are sentences that performed. By uttering them, an action is performed. They are not subject to judgments of truth or falsity. They have specific syntactic features such as first person singular ‘I’, take adverbials like ‘hereby’ and are in simple present active form with a first person singular subject. For instance,

(viii) I pronounce you husband and wife.

By uttering I pronounce you... the speaker is also performing an act of joining the two as husband and wife. Later Austin realized that some performatives are in passive voice. The following examples demonstrate this:
Visitors are requested to wash their hands.

Passengers are requested to fasten their seat belts.

On further observation, Austin realized that there are some performatives which had no subject or verb. For instance, 'fire' an order given by an army officer or 'guilty' pronounced by the foreman of the jury. He therefore concluded that no linguistic features which reliably and unambiguously distinguish performatives and non-performative utterances (Austin 1962).

Performatives were to be tested by felicity conditions. Austin (1962) identified four conditions. They must be satisfied if the preformative act is not to misfire. The first condition is that there must exist an accepted conventional procedure, having a certain conventional effect, that procedure to include the uttering of certain words by certain persons in certain circumstances. This condition draws attention that there are limited number of performative acts as one cannot arbitrary adapt a procedure to perform what appears to be a similar act for example naming of ships but not houses. The second condition is that the particular persons and circumstances in a given case must be appropriate for the invocation of that particular procedure. This condition emphasizes that the uttering of the appropriate words is insufficient to achieve the successful performance: the words must be uttered by the appropriate person and must utter them in appropriate circumstances. For instance, the person declaring the two to be husband and wife must be one with the authority to do so. This involves who is producing the utterance, when and where. Thirdly, Austin pointed out that the
procedure must be executed by all participants both correctly and fourthly completely. The procedure must be executed by all the participants correctly and completely, if not, the action is not performed. He recognized and described a fundamental trichotomy among the things we do with words or when we use language. He demonstrated by showing that when an utterance is spoken, a speaker is doing three things simultaneously. He asserts that in saying something one is performing some kind of an act.

Locutionary acts are acts that are performed in order to communicate. They are the intentions of the speaker while communicating. A speaker may say, 'close the door'. He has communicated thus locutionary act. Illocutionary act is linguistic act performed in uttering certain words in a given context. It concerns whatever is done by an utterance. It involves the force of the utterance. It is determined by the speaker when he uses correct explicit performative in appropriate circumstances. This could be informing, ordering, warning, demanding among others. In saying, close the door, the person has requested thus an act of request. Perlocutionary act is a non-linguistic act performed as a consequence of performing locutionary and illocutionary acts. That is, it is achieved as a result of the utterance. It is the effect of the utterance. For instance the listeners may feel amused, embarrassed, ashamed as a result of an utterance. If a speaker says, 'it's good not to make noise' the audience involved may feel requested not to make noise and thus keep quiet. The act of keeping quiet is a perlocutionary one as it is as a result of the utterance.
Searle (1965) in his analysis of speech acts concentrated on illocutionary acts. He chose not to separate an utterance into locutionary and illocutionary acts but looked at it as a proposition, that is a sentence occurring and as the function indicating device which marks the illocutionary force in that proposition. In majority cases, the illocutionary force of a sentence is not signaled by a performative formula but natural languages employ more subtle means of indicating what the speaker is doing in saying something. This can be signaled by one or more of the devices which include: word order, stress, intonation contour, punctuation, mood, deletion and use of a special morpheme.

Illocutionary acts are basic to communicative ability. Using language involves more than simply stringing out or stacking up abstract propositions. (Sadock 1984) For communication to take place we must also indicate what it is we are doing with these propositions and we must be able to apprehend the pragmatic significance of the utterances of others.

Searle (1969) further analyzed the speech acts and pointed out that they can vary in three different ways; in the way they fit in words to the world, psychological state they express and in terms of point of purpose. Using the three dimensions, he proposed five macro-classes of illocutionary acts namely: representatives, directives, commissives, expressives and declarations.
Representatives are utterances that commit the speaker to the truth of the expressed proposition. The speaker fits his words to the world which he incorporates his belief. The degree of belief can vary depending on the situation. For example

( xi) The ship will be docking at five o’clock.

In uttering the sentence, the speaker believes that the ship will dock at that stipulated time.

Directives are utterances by which the speaker commits the listener to do something. The speaker wants to achieve a future situation in which the world will match his words. This class includes acts like ‘order’, ‘request’, ‘invite’, ‘dare’ and challenge. A mother may tell her child,

(xii) Go home now.

By this the mother may be requesting or commanding the child to go home thus committing her to doing something.

Commisives commits the speaker himself to do some action in the future to affect a change in the world. It is his intention. In a classroom situation a teacher may tell her students:

(xiii) I will take you to Mombasa tomorrow.

(xiv) I will mark your work tomorrow.

Thus, the teacher commits herself to taking her students out and marking their books in the future.
On the other hand, expressives are utterances that express a psychological or emotional state of mind. They express attitudes and feelings. They express psychological state specified in the sincerity condition about a state of affairs specified in the propositional content for instance, thanking, apologies and deplore. This can be demonstrated in the following examples.

(vx) Am sorry for being late.
(xvi) I apologize for being late.

In the above examples the speaker is apologizing for arriving late.

Finally, declarations are utterances that effect an immediate change in the state of affairs. The Change begins when the utterance begins and is completed when as the utterance stops. They typically require an extra-linguistic institution which provides rules for their use for instance in court, church, committee among others. This can be demonstrated as in the following sentences.

(xvii) In the name of the Father, the son and the holy spirit I baptize you John.
(xviii) I confirm upon you an MA degree in English and Linguistics.

In uttering the above sentences the speaker initiates change where the person gets a new name and the gradaunts get a new title. The basic tenet of the theory, which is doing things by words, was used in identifying and categorizing speech acts present in the language of the MHC. It was also useful in analyzing the data.
2.12 Summary

The chapter has reviewed various literatures concerning the MHC. It has looked at the following subsections. To start with there is studies of MHC, followed by causes of mental retardation/intellectual disability. Symptoms and signs of mental retardation comes next followed by curriculum for the special schools in Kenya. Conversational analysis and theories of language which include mentalism and behaviorist learning follows. Finally, it has looked at theoretical framework. The next chapter deals with research design and methodology.
CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The study used qualitative and quantitative research techniques to answer research questions by describing speech acts resulting from utterances and to describe the frequency of their occurrence. It looked at the words representing speech acts and actions resulting from these speech acts. The study used observation, tape recording and questionnaires as data collection instruments. Tape recording was done in order to gather as many utterances as possible. The audio-recorded data was transcribed and then analyzed qualitatively and quantitatively. The researcher attended a numbers of sections first without tape recording to take care of observer’s paradox. The researcher and the trainer stayed in class during the tape recording session as the pupils interacted freely. Each session took approximately thirty minutes.

Questionnaires were given to trainers so that they could fill them. This was used in line with objective three to find out what the trainers can do to help the MHC use language effectively. An observation guide was used by the researcher to collect information on areas where the pupils did not speak but used gestures to communicate. Finally, the researcher used descriptive analysis to describe the action resulting from the utterances and quantitative research design to calculate the frequency of their occurrence. Examples of the observation guide and the questionnaire used are attached in appendix 1 and 2 respectively.
3.2 Area of study and study population

The study was be based in Karatina Special School in Mathira East District. It is situated about 2 km from Karatina town along Karatina -Nyeri road. A sketchy map of the location is provided in appendix 6. The school has a total of 93 pupils and 11 teachers. Its compound is approximately ten acres. The classes are named as Foundation one, Foundation two, pre-primary 1-5, Agriculture class and Home science class.

The participants were MHC who posses speech. The researcher used a population of 9 pupils who were from class pre-primary 5. Real names of the pupils were not used in data presentation. The respondents were named using the letters of alphabet to shield their real identity. Use of pseudonyms is of important ethical issue to data presentation, analysis and discussion. Pseudonyms shield away the proper identity of the informants thus protecting their private domain as individuals (Gall et al 1966).

Although there are several special schools in Kenya handling MHC, Karatina Special School was an appropriate choice because it is a government aided school and thus accessible to children from all backgrounds.

3.3 Sampling Procedure and Sampling size

MHC are stratified in four categories according to AAMR 1995 levels of mental retardation. The categories of levels of mental handicap found in the school
guided the choice. Purposive sampling was done because not all MHC can talk. This necessitated the need to purposefully sampling of cases that are likely to be ‘information rich’ (Robson 1999: Gall et al 1966). This kind of sampling was useful in that those who fall under slight or mild category were used because of their communicative ability. Pre–primary 5 class was used when conducting research. Since all the pupils in this class have almost the same abilities and the number of pupils was small, all the nine pupils in the above-mentioned class were used in the study.

3.4 Data Elicitation and Recording

Observation, tape recording and questionnaires were the main instruments used for data collection. Mainly, structured observation was used because focus was on a small number of specific behavior patterns. The researcher interacted with the participants for some time to take care of the observer’s paradox. Utterances were tape-recorded for three sessions of approximately thirty minutes. The tape-recorded information was later transcribed. The transcribed sessions are in appendix four and five. During the tape recording sessions, the researcher was present taking some notes in the observation guide as some pupils could not speak at some junctures but used gestures to communicate. This is in line with Semakula (2002) who states that the qualitative approach recognizes that the researcher is the crucial ‘measurement device’ whose social background, values and beliefs have significant bearing on the nature of data collection and its presentation. In addition, questionnaires were used to get information from the
trainers. The trainers answered some questions which aided in achieving the third objective.

The research study was a case study of Karatina Special School with an orientation towards qualitative data collection of information about MHC. According to Mugenda O. & Mugenda A. (2003), a case study is an in-depth investigation of an individual, a group or a phenomenon whereas it is based on the premise that a case study is typical of many others. Malim and Birch (1997) stress that a case study involves detailed study of individual instances that depend on qualitative analysis.

3.5 Data Analysis and Presentation

Data collected was analyzed in accordance with the research instruments used in data collection. The tape-recorded and recorded information was transcribed and analyzed qualitatively. The data was also analysed quantitatively to get the number of categories of speech acts identified and their percentage occurrence was calculated. A total of nine categories of speech acts were identified. A brief explanation of each category and three examples per category are given from the data collected.

Speech act theory was used to categorize and analyze the data obtained. Because the study mainly focused on illocutionary acts, the actions resulting from utterances were categorized into various categories depending on their
actions. The percentage occurrence of each category was calculated and this helped in realizing which category had the highest frequency.

3.6 Summary

The chapter has looked at the research design used to analyse the data. The other areas include area of study and study population, sampling procedure and sampling size, data elicitation and recording. Finally, there is data analysis and presentation. The next chapter looks at data analysis and discussion.
4.0 DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the data collected and its analysis in three parts according to the objectives. The data collected through interviews, observation, and tape recording is first organized through identification, sorting and extracting speech acts. Qualitative research techniques were used to describe speech acts resulting from the utterances. The study was based in Karatina special School whereby purposive sampling was done and the mild category among the categories of MHC was chosen because not all mentally handicapped children process speech. The chapter is divided into three parts according to the data collected which include: categories of speech acts found in the language of mentally handicapped children of Karatina Special School, the frequency of occurrence of each category and what the trainers can do to help to help the MHC use language effectively.

4.2 Categories of speech acts

According to Searle (1969), some of the English verbs denoting illocutionary acts are: state, describe, assert, warn, remark, comment, command, order, request, criticize, apologise, censure, approve, welcome, promise, object, demand, and argue among others. Austin in his book ‘Doing Things by Words’ pointed out that there are over a thousand speech acts. Searle (1969) points out that acts performed in the utterance of a sentence are in general a function of the
meaning of a sentence. Although the meaning of a sentence does not in all cases uniquely determine which speech act is performed in a given utterance of that sentence, for the speaker may mean more than what he actually says but it is always in principle possible for him to say exactly what he means. However, the researcher found out that only a few of these categories are present in the spoken language of the mentally handicapped children. These categories include: questioning, answering, requesting, apologising, giving thanks, commanding, making promises and warning. These categories are discussed each at a time and three examples are given in each category. The comprehensive data is given in appendix four and five. Appendix 4 is about a role-play where some pupils pretended to own a hotel and acted as the owners whereas others acted as customers. In appendix 5, the pupils had a free interaction session in class where they decided to play with blocks and make whatever item they felt comfortable to make.

a) Questioning

Searle (1981) points out that an utterance is considered as a question if the speaker does not know whether the proposition is true or in case of the proposition function, or does not know the information needed to complete the proposition truly. It is not obvious to the speaker and the hearer whether the hearer will provide information at that time without being asked. The speaker wants this information and thus asks a question. He points out that there are two kinds of questions namely real question and examination questions. In the real
questions, the speaker wants to know or find out the answer while in the examination questions the speaker wants to know if the hearer knows the answer. Joseph (2006), states that a question is a linguistic expression used to make a request for information or else the request itself by such an expression.

Questions are asked using interrogative sentences whereby one may use both syntax and prosody to distinguish these interrogative sentences. Syntax refers to grammatical change which involves moving of words while prosody involves change of tone while speaking. There are various types of questions which includes descriptive questions which describe the existence of something or process. Relational questions look at the relationship between two or more variables while casual questions are designed to determine whether one or more variables causes or affects one or more outcome of the variables.

According to Blooms Taxonomy Educational Objectives questions can be classified into knowledge, application, analysis, synthesis, and evaluation questions. However, Quirk (1972) classifies questions into three groups namely yes/no questions –those that require yes or no answer, Wh- questions –those that use interrogative words that request information and tag questions – which are grammatical structure in which a declarative statement or an imperative is turned into a question by adding an interrogative fragment. He states that questions set up a propositional frame with one value unspecified. The polarity is supplied by the answer which is the proposition completion. Sometimes the
proposition has to be inferred (Berry 1981:9). Quirk (1972) also states that some questions are closed which he terms as x-questions. They have interrogative syntax and begin with one of a closed word class while others are open. From the data collected the following examples were identified.

1) what you want?
2) What you bought?
3) What you eat?

In the 1-3 examples the word ‘what’ signifies a question as it belongs to ‘wh-’ series used to ask questions seeking for information. As Quirk states, this involves syntax where there is grammatical change in the order of parts of a sentence. In example one the ‘seller’ wants to know what the ‘customer’ wanted to eat in order to serve him appropriately while in example two the ‘seller’ wanted to know what the ‘customer’ had bought so that he can charge him accordingly. In addition, in example three the questioner wants to know what the respondent will take. Thus in the above examples the speaker wants to get some information from the hearer.

b) Answering

Searle (1969) points out that an utterance is considered an answer if it is a reply to a wanted information. It is any response that fulfils the explanation of a question. When one gives the inquired information, he is said to be answering a question. It is something said or done in response to a question, request, letter or a particular situation. An answer is also a solution to a problem. Joseph (2006)
states that some questions can be answered straightforward with an analytical answer while others are answered with counter questions or put aside. From the data collected examples of answering as speech act are discussed as follows.

4) Me eat sweet sweet.
5) Chips chips I eat chips.
6) Me no making a big house.

In example four above the respondent is providing information to an earlier question asked. When he says ‘me eat’ it is a solution to a problem which had presented itself earlier whereby the questioner did not know what to serve this person with. Also in saying ‘I eat chips’ this is answer to what the respondent would want among various choices presented to him. In example six the pupil is answering to a request that they make a big hotel. He feels that it is not appropriate for him to make a hotel but a big house.

c) Requesting

According to Searle (1969) an utterance is considered as a request if it calls for a future act by the hearer. It counts as an attempt to get the hearer to do something in which the hearer is able to do and the speaker believes so. The speaker wants the hearer to do the act for him. The speaker politely asks for something to be done for him. From the data collected, this can be demonstrated using the following examples.

7) Bring me hot
8) Sell for me a cake
9) soda bring soda
The examples 6-9 above demonstrate an act of request in that the speaker is politely asking for some services to be done for him. When she says, ‘bring me hot’ this demonstrates a request of the condition of tea that she would want to be served with. The tone used by the speaker demonstrates a request. In the second example, the speaker requests to be sold for a certain commodity when he says ‘sell for me a cake’. He makes a request of what he wants to eat while in example 9 the ‘buyer’ wishes to take a soda and thus makes a request to have it served to him. The tone used during the conversation demonstrates a request as it is a polite one. The actions are to happen after a request have been made. That is, the hearer will act after the requests have been made but not before.

d) Ordering

An order is a command, direction or instruction (Chambers 21st Century Dictionary). It is to give a command to someone either to go to a specific place or perform a certain duty. According to Searle (1969) an utterance becomes an order if the speaker is in authority over the hearer and thus can use some force to demonstrate power. He expects that the hearer will do what is commanded of him. Also the hearer must be in a position to do what is being commanded of him as the speaker is usually in the position of authority. The hearer does not have a choice but to do what is commanded of him. Ordering as a speech act is demonstrated using the following examples.

10) Bring here

11) Bring hot
12) *Here come* here

In the above examples, the tone used to say the words demonstrate that it is a command. The words are stressed to demonstrate that the hearer is being ordered to do something. The words 'bring' and 'come here' are uttered with force or high pitch to demonstrate that the hearer has no choice but to do what is ordered of him. The way they are uttered shows that the hearer is expected to take what is ordered of him and not otherwise. He cannot for instance send someone else or otherwise because it is a command that he should obey.

e) Warning

Searle (1989) states that a warning is given when a hearer has reason to believe that an event will occur and it is not within his interest. It is usually a future event or state and it is not obvious to both the speaker and the hearer that the event will occur. The speaker believes that the event is not in the hearer’s best interest. Thus, warning is like advising rather than requesting where the hearer is advised against doing something. The following examples were sorted out from the data collected.

13) *Wee...!*

14) *Don’t again!*

The speaker uses an interjection ‘*wee...!*’ which strongly expresses his feelings that he would not want the action to be repeated to him. The speaker also cautions ‘*don’t again!*’ The manner in which these utterances are said
demonstrates that the speaker is not happy about what had happened and thus cautions the hearer against it.

f) Making promises

Searle (1989) points out that an act of promise must be predicated of the speaker and cannot be a past act. One cannot promise to have done something and cannot promise that someone else will do it. One may promise to do something, may promise to do something repeatedly or sequentially and may promise to be or remain in the same state or condition. An utterance is considered a promise if it is a pledge to do something for you not to you whereby the thing promised must be something that the speaker wants to do and the hearer wants done or considers to be of his own interest or would prefer being done to not being done. According to Searle (1969) the essential feature of a promise is that it is undertaking an obligation to perform a certain act. This can be demonstrated in the following examples

15) *I will* bring, yes yes tomorrow.

16) Yes, *I will* give you.

17) You *I will* bring

From the examples 15-17 *I will* demonstrates a promise. Just as Searle (1969) pointed out the speaker uses the word *Will* which shows that the action will take place in the future. The speaker promises that he himself will do the act and not someone else. This is demonstrated by use of first person singular *I*. He takes it as his own obligation to perform the act. *Will* demonstrates that the
action is to be done in the future time and 'I' shows that it is the speaker who promises to do something and not him saying it for someone else. In example sixteen when the speaker utters 'I will give', this is a promise in the sense that she commits herself to performing the act of giving. 'Will' shows that the act is to take place in the future. 'I' demonstrates personal commitment. 'Give' demonstrates the act to be performed. In 'I will bring' the speaker promises to do the action of 'bringing' himself.

g) Offering apologies

An utterance is considered an apology if it is an expression of regret for a mistake or offence done (Searle 1989). One feels sincerely sorry for what has happened and regrets hoping it will not happen again. Coulmas (1989) states that an apology is an action taken to change what might be seen as an offensive act into an acceptable one. He points out that the offender is expressing regret for the undesirable effect on the act upon the offended party.

Austin (1962) claimed that an apology is performed by invoking the appropriate formula under appropriate circumstances. The speaker believes that some act 'A' has been performed prior to the time of speaking even if it is an act of not doing something. The speaker also believes that the act personally offended the hearer and believes that he was personally responsible for the offense. Therefore, the speaker genuinely feels regret for the act he had committed which offended the hearer.
Thus an apology changes the meaning that otherwise might be given to an act transforming what could be seen as offensive into what is acceptable. Thus, apologies are usually offered after an action which is not right has happened. They are always preceded or accompanied by certain intervention in the course of events calling for acknowledgement. They presuppose some intervention in the course of events calling for acknowledgement from the hearer. Coulmas, F. (1981) summarizes an apology as having two basic conditions that is, the speaker acknowledges responsibility for having performed an act and conveys regret for the commission of the act. This is demonstrated using the following examples got from the data collected.

18) *Sorry*

19) Oh *am sorry* not want

20) Am *sorry*

From the above The word ‘*sorry*’ is said when one is full of regret especially over something that one has done or said which is not right and thus feels responsible. Thus, when the speaker says ‘*sorry*’ or ‘*oh am sorry not want*’ this shows deep feelings and regret for the action committed and feels responsible for it has happened. The speaker did not intend to commit the action that happened but it happened unintentionally, he feels that he has to do something to correct the situation which is not right.
h) Giving thanks

Coulmas (1981) defined giving thanks as an occurrence of gratitude expression in which its significance lies on the interpersonal rapport. The society plays a vital role in this verbal politeness whereby it defines what is polite and what is impolite. Giving thanks is sequential in nature as it is a reactive speech act. It is always preceded or accompanied by certain intervention in the course of events calling for acknowledgement. In addition, Searle (1989) defines giving thanks as utterances which express gratitude towards something done for. It is a sincere expression acknowledging the offer. It is usually after an action has been done or a promise has been made to do something. The following speech acts of thanks giving were identified from the data collected.

21) Thank you
22) Thanks
23) well done

When the speaker says ‘thank you’ this is an expression of gratitude to what is done to him. He appreciates and feels happy towards what is done to him. It is right and thus feels need to show gratitude. ‘Well done’ appreciates the action done to him and he feels the sense of acknowledging.

I) Statement

An utterance is considered as a statement if it is a declaration of something (Chambers 21st Century Dictionary). It is usually an affirmation of something or to state how a condition is. They are usually said with a sense of finality as they
describe state of affairs. This can be demonstrated using the following examples.

24) *Here change.*

25) Here is tea.

26) Bad boy.

In example 24 above the speaker ascertains that the change is available and thus the hearer should take it. *'Here'* states the position of the change and thus the utterance has a sense of finality as the hearer has full information.

With the discussion of the above categories the study found out that there are speech acts present in the spoken language of the MHC although they are not as many as Austin (1962) had suggested.
4.3 Frequency of Categories of Speech Acts.

All the categories of speech acts identified in the study were counted and their distribution shown in table 4.1 below. Their percentage were calculated as shown below.

Table 4.1 frequency of categories of speech act

<table>
<thead>
<tr>
<th>Categories of speech acts</th>
<th>No. of occurrences</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning</td>
<td>14</td>
<td>13.2</td>
</tr>
<tr>
<td>Answering</td>
<td>25</td>
<td>23.6</td>
</tr>
<tr>
<td>Ordering</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Requesting</td>
<td>21</td>
<td>19.8</td>
</tr>
<tr>
<td>Making promises</td>
<td>9</td>
<td>8.4</td>
</tr>
<tr>
<td>Offering apologies</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Statement</td>
<td>13</td>
<td>12.3</td>
</tr>
<tr>
<td>warning</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Giving thanks</td>
<td>4</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the above table the study found out that some categories were more frequent than others. Answering, requesting followed by ordering took a larger share of 60.4% whereas the rest of the categories combined took lesser share of 39.6%. The research found out that most of the times these children use language when provoked by circumstances. This could be in answering questions, stating their feelings or when asking about something.
The study also found out that although requesting and thanksgiving go together this was not the case. When they requested for something and was given sometimes, they did not show appreciation by uttering something. They used other forms of communication such as use of gestures, facial expressions and body movements. This was done through smiling, and nodding the head to show appreciation.

4.4 WAYS IN WHICH TRAINERS CAN HELP THE MENTALLY HANDICAPPED CHILDREN USE LANGUAGE EFFECTIVELY.

In order to determine ways in which trainers can help MHC use language effectively, questionnaires were administered to ten trainers who responded to the questions. The questionnaires were geared towards how best we can help improve the use of language in the MHC. The researcher also made observation using the study guide given in appendix 1 looking into various ways in which languages are taught in the special schools. Most of the trainers agreed that there is still room for improvement towards helping the MHC use language effectively. The study found out that the following ways could be used to improve the effectiveness of language use by the mentally handicapped children.
4.4.1 Use of extensive teaching aids

Although the trainer have been using some teaching aids, use of extensive teaching aids such as use of charts, teaching aids and real objects can help a great deal to improve on their language. When used they will help the pupils in remembering what has been taught. For instance, when teaching nouns the teacher could go to class with some dummies or clearly drawn charts especially if they are naming animals. The pupil will be able to manipulate the materials and in so doing enhances the remembering capacity. Learning by doing enhances the memory capacity.

4.4.2 Exposure to the media

This includes exposure of electronic media such as radios, television sets, radio cassettes and the print media. By doing this the children will be able to imitate what they here from the radios or televisions and thus improve on their language. Through the use of television the children can remember what they see and hear thus improve on their language. Exposure to print materials especially illustrated storybooks will arouse interest due to pictures and thus they can remember what they see in pictures as they read. Reading becomes interesting and the pupils are keen to follow what they read thus improve on their language skills.
4.4.3 Interaction with normal children.

Interaction with normal children will be of much help especially to those MHC that belong to the mild category. Learning from peers is an important tool. By doing this the children will try to catch up with what the others are doing and try to be like them and as a result improve on their language skills. Their peers also may correct them if they happen to make a mistake and this becomes an influential tool. Peer teaching plays an important role. Due to this interaction they may feel challenged to do like the rest.

4.4.4 Dedication of more time to teaching of languages.

The study found out that not much of time is dedicated to learning language skills as they mostly concentrate on the outside class activities. If much time is dedicated to this noble course then there would be an improvement in language skills. With much time, the trainers will have an opportunity to say more and thus teach more which would result to an improvement in language.

4.4.5 Change of attitude towards MHC

The study found out that because these children are slow in their learning abilities sometimes they are considered as not being able to learn much even when they have not been tested. Therefore, the result is that no much of effort is dedicated into teaching them language skills as some of the trainers and family members believe that they cannot learn more due to their disability. With the change of attitude, and accepting these children as being in a position to learn
more although at a slower rate, this would improve on their language skills as much time and effort would be dedicated to them.

4.5 Summary
The chapter has looked at data presentation and analysis. It has analyzed various categories of speech acts which include questioning, answering, ordering requesting, apologizing, warning, promising, giving thanks and statements. It has also analyzed the frequencies at which these categories of speech acts occurred in the spoken language of the mentally handicapped children. Finally, the chapter has dealt with the ways in which the trainers can help the MHC use language effectively. The next chapter deals with the summary of the findings and recommendations.
CHAPTER FIVE

5.0 SUMMARY OF THE FINDINGS AND RECOMMENDATIONS.

5.1 Introduction

The previous chapters have described in details the study of speech acts among the mentally handicapped children. This chapter highlights the major findings arising from the various research objectives and questions that guided the study. It concludes the speech acts present in their language, the frequency of occurrence of each speech act and finally how the trainers can help these children use language effectively. It proceeds to proffer various recommendations and suggestions for the way forward regarding the various ways of training the mentally handicapped children how to use language effectively with due regard to further research in analysis. Lastly, areas of related further studies are suggested.

5.2 Summary of the findings

The purpose of this study was to analyse speech acts present in the spoken language of the MHC. The study aimed to establish the categories of speech acts found in the spoken language of the MHC and their frequency of occurrence. Finally, it sought to establish what can be done by the trainers to help these children use language effectively. Having adopted both qualitative and quantitative research designs the data was presented and analysed which revealed to a great extent the assumptions of this study. The assumptions were confirmed.
Findings from the study indicated that MHC of Karatina Special School have speech acts in their spoken language. Although the presence of the categories are not as many as those sated by Austin (1975) who pointed out that there could be as many as over a thousand such expressions of speech acts. This is because of the limited spoken language of MHC due to limitations in the functioning of the brain.

In regard to the second objective the study found out that the frequency of categories of speech acts varies. Some occur more frequently than others. This is due to the fact that these children will only use language as a means of communicating their feelings or answering questions. They rarely use language for aesthetic purposes due to limitations of the language faculty. They are also used to a limited environment which is school and home. The children also tend to use gestures, facial expressions and body movements to communicate and thus resulting to limitations in their spoken language use.

As per the third objective, the study found out that the trainers have not been exhaustively using all the possible ways of teaching language. Therefore, there is room for improvement. Equipped with enough teaching materials, teaching aids, advanced methods on how to teach language in special schools can lead to effective use of language. The study also realized that with the change of attitude of some of the trainers and parents towards the mentally handicapped children the trainers can help a great deal on improving the language of the
MHC. In addition, more time should be dedicated in teaching of languages especially being one of the major means of communication.

5.3 Conclusions

From the study findings, it was evident that MHC have speech acts although fewer than the categories presented by Austin (1962). The MHC should be exposed to a variety of environment in order for them to learn variety use of language and this will improve in their vocabulary use and thus an increase in the categories of speech acts in their language.

Secondly, there is need for the government to introduce an in-service course for the teachers handling special cases on communication skills especially on how to effectively teach languages. This would boost the performance because in a way it can act as an incentive to teachers handling these special cases and add more knowledge to the existing one.

5.3 Recommendations

From the study various recommendations can be made. We found out that it is essential for all the MHC to be enrolled in school so as to be taught how to use language effectively. This mostly includes those MHC who belong to mild and moderate categories of mental retardation because they have the capacity to learn language. When in schools they will learn various skills in language as opposed to when they stay at home. At home, there may be no one with the
skills of handling mentally handicapped children and thus they may not learn much especially language skills.

Those MHC who belong to the mild category should be integrated with normal children after a certain period in special schools. Through peer teaching and training, their language can improve tremendously.

Thematic teaching where possible, should also be encouraged. Due to low concentration span, repeating something several times and use of recurring images will help improve their language. In-service courses for the teachers can also help to boost the teaching methods used by the teachers when teaching languages.

5.4 Areas of further studies

Psycholinguistics is a rich area of study. This study being a case study of Karatina special school concentrated only in one school. It is important to have a comparative study involving other schools to find out whether the results would match or differ and the factors influencing the difference if any.

The study concentrated mostly on the identification of categories of speech acts and the frequencies of their occurrences. It found out that certain categories are more frequent than others. However, the factors that determine the rate of occurrences can be looked at.
The research concentrated on the spoken language of the mentally handicapped children. It looked at the categories of speech acts present in their spoken language. There is need to look at the written language of these children and find out whether such categories of speech acts are present.

5.4 Summary of the chapter

This is the last chapter of the dissertation, which has presented an overview of the summary of the findings and recommendations. To start with, the chapter has looked at the summary of the findings then conclusions. Recommendations follow and finally the chapter proposes areas of further studies.
REFERENCES


### Appendix 1

**An observation guide used by the researcher during the data collection sessions.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answering questions</td>
<td>-instead of saying yes or no some would nod their heads to mean yes or shook their heads to mean no.</td>
</tr>
<tr>
<td>Showing appreciation</td>
<td>-some pupils would smile to show that they are happy instead of uttering a word.</td>
</tr>
<tr>
<td>Time used in teaching language</td>
<td>-due to low concentration span of the pupils, little time was used to teach them language. Most of the time was spent in outside class activities like playing in the field.</td>
</tr>
<tr>
<td>Methods for teaching language</td>
<td>-the trainers used repletion where pupils kept on repeating what was said to them. They also had some charts and some dummies to help the pupils internalize what they were being taught.</td>
</tr>
</tbody>
</table>
Appendix 2

Questionnaire to be filled by the trainers in Karatina Special School.

Introduction.

I am Beatrice a masters student in English and linguistics department of Kenyatta university carrying out a study to determine the occurrence and frequency of speech acts occurring in the spoken language of the mentally handicapped children. The study will go at greater length describing in what can be done by the trainers to help MHC improve in languages. The study has a view of suggesting ways of improving teaching of languages in special schools. The outcome will help the bodies and publishers dealing with MHC. Your cooperation will be highly appreciated.

1. Do you have any training in special education?

Yes---------- No---------

2. Do you have any specialized training in linguistics?

Yes---------- No---------

If yes, state and explain.

--------------------------------------------------------------------------------------------------

--------------------------------------------------------------------------------------------------

--------------------------------------------------------------------------------------------------

3. Which instructional method(s) do you use to teach languages to the MHC?

--------------------------------------------------------------------------------------------------

--------------------------------------------------------------------------------------------------

--------------------------------------------------------------------------------------------------
4. Which method(s) do you think is/are the best for teaching languages to the MHC?

5. Give reasons for choice of the methods in (4) above.

6. Which area(s) present difficulties when teaching languages to the MHC?

7. What do you think should be done to improve the teaching of languages to the MHC?
Appendix 3

An example of a questionnaire filled by the trainers in Karatina Special School.

Introduction.

I am Beatrice a masters student in English and linguistics department of kenyatta university carrying out a study to determine the occurrence and frequency of speech acts occurring in the spoken language of the mentally handicapped children. The study will go at greater length describing in what can be done by the trainers to help MHC improve in languages. The study has a view of suggesting ways of improving teaching of languages in special schools. The outcome will help the bodies and publishers dealing with MHC. Your cooperation will be highly appreciated.

1. **Do you have any training in special education?**
   
   Yes--------- No---------

2. **Do you have any specialized training in linguistics?**

   Yes---------- No--------

   **If yes, state and explain.**

3. **Which instructional method(s) do you use to teach languages to the MHC?**

   Thematical
4. Which method(s) do you think is/are the best for teaching languages to the MHC?

Make Use of teaching aids, charts and real objects

5. Give reasons for choice of the methods in (4) above.

In most cases they should be given materials which they can manipulate

6. Which area(s) present difficulties when teaching languages to the MHC?

Lack of speech, unable to pronounce words.

7. What do you think should be done to improve the teaching of languages to the MHC?

Interaction with other normal students

Exposure to media e.g T.V and radio
Appendix 4

Data collected during role-play in a hotel

It is during class time and the teacher asks the pupils to have a role play in a hotel where some pupils would pretend to be hotel owners and sell to others. Two pupils volunteered to be the hotel owners and sell to the rest meals of their choice.

A: What you want? -Questioning

G: Bree----ad Answering

G: Get three -Ordering

A: Take take bread-statement

C: Hiii (an expression of discomfort)

A: Take -Requesting

G: Tea now –ordering for more items

F: Hey---(an expression to arouse interest)

B: Now now that is it -stattement

D: Bring me hot -Requesting

B: Chai chai chai whose tea? -Questioning

A: Take take -Ordering

A: Hey its that -questioning

D: It’s good -Answering

Teacher: Clap for them - (Giving directions)

Teacher: Somebody to lead us in a word of prayers -Requesting

(One of the pupils leads the rest with prayers although they are
incomprehensible)

C: Take this. -request

Teacher: Give everybody (giving directions)

A: Bring money -Ordering

Teacher: let them bring over there —giving directions

D: Bring cha a-nge Bring chage -Requesting

A: Take given one shilling and five bob -Answering

E: Me cake me cake -Requesting

H: Come here here here -Ordering

B: What you eat? -Questioning

H: One cake -Answering

I: Me eat sweet sweet -Answering

B: Bring money -Ordering

H: Here change change -statement

H: What you bought? -Questioning

I: Bread bread -Answering

A: Shika ---(noise, accidentally pours tea on the table)

Sorry pole sana - Apologizing

B: Haya leta change -Ordering

A: Will bring bringing -promising

B: What you eat? -Questioning

E: Chip chips I eat chips -answering

B: You, I will bring -Promising
**B:** You what do you want?  *Questioning*

**F:** Cake will eat cake  *Answering*

**A:** Bring money  *Ordering*

**E:** Chips bring I eat chips  *Answering*

**A:** Yes coming  *promising*

**F:** Sell me cake mine  *Requesting*

**B:** What you want?  *Questioning*

**F:** Bye bye

**A:** What do you eat  *Questioning*

**I:** Soda  *Answering*

**H:** Baba baba - an expression which is not connected with the rest of the conversation

**A:** Bring money faster  *Ordering*

**A:** Money money money faster  *Ordering*

**F:** Yes I will give you  *Promising*

**G:** Big tea big  *Requesting*

**B:** Here is tea  *statement*

**G:** Bring here  *ordering*

**E:** Ngumu four I want four  *Requesting*

**B:** Bring money bring money  *Ordering*

**I:** Soda bring soda  *Requesting*

**A:** Wait I am bringing  *Promising*

**B:** Bring money we bring money  *ordering*
D: Give me what?  *Questioning*

A: Hey you want what you  *Questioning*

A: Bring money  I need money  *Requesting*

E: *Ngai Ngai Ngai*

A: Haiya... bring money  *Requesting*

G: Its me me-statement  *giving extra information*

G: Bring salt  *Requesting*

B: Sell you sell  *Ordering*

B: Even cigarette we sell

D: Do you take?  *Questioning*

B: Me me no I don't  *Answering*

A: If you don't have money don't sell  *statement*

A: Bring change I want change  *Request*

( Afterwards the role-play ends and the teacher thanks all of them for taking part. They then break for lunch.)
Appendix 5

Data collected during a free interaction session in the class.

(It is a free style way of interacting with the pupils. They are in the classroom where they play games with some building blocks provided to them by their teachers.)

**Teacher:** How are you class?

**Pupils:** Fine.- Answering

**Teacher:** It’s now play time. Which game are we going to play? -

A: Football - Answering

B: No no running -Answering

G: Singing singing -Answering

**Teacher:** Okay okay that’s good. Let me see what we can do.

A: Teacher, teacher let make houses with blocks -Answering

**Teacher** : Oh yes that is a good idea. We will play with blocks. (The teacher removes the blocks from the carton and places them on the table.)

F: Give me those those give -Requesting

H: which? -Questioning

F: Those those we will make a big house -Answering

B: No me a big hotel -objection

F: Me don’t want I make a school - answering

H: Get here here - Ordering

(He hands them over to the other pupil)

F: Thank you - Thanking

B: Will you help me make a hotel _Requesting
F: Me no making a big house -Answering  
G: Ha ha ha (She laughs at the others for their efforts)  
B: You you quiet! -Ordering  
G: Ha ha ha  
A: Me make a car you see.-statement  
H: Tomorrow make for me one. _ Requesting  
A: Yes yes tomorrow -Promising  
C: You you you (Becomes uncontrollable and destroys what the other are making)  
Teacher: Hi, you stop tha! Stop it! (She pulls him away from the blocks.) Now sit down and take your blocks.  
A: Teacher see what he done  
A: Bad boy. Bad bad  
B: Yes bad let me make hotel.  
A: Mine car a good big car. See teacher teacher see.  
Teacher: Yes make your car a good one  
B: You bring my blocks! Stop that! (snatches from the one eating them)  
Ordering you you you!  
G: You you make a shop -Requesting  
A: No not make a car  
(G takes B blocks)  
B: You bring my blocks. (She hands over the blocks) - Ordering  
Teacher: Purity (H) what are you making?
H: Me me nothing. (Organizing blocks but particularly making nothing)

B: Good girl. (After being given the blocks)

D: Teacher see what I make

A: Hi, see my car big one. Will make another one tomorrow. Tomorrow good.

B: (Accidentally destroys F works) Oh sorry me not want. sorry

F: What you done not happy. Now make another house

D: What do you do now? Build again

F: Yes again

B: Me will help. Help you make a shop

F: No no no me make a big house

B: A shop good has sweet biscuits

F: No no a big house (grabs more blocks)

Teacher: As you make your items make sure you match the colours.

F: Yes mine blue black no green

F: This this

G: No no Green. Take take all.

G: Thank you

B: Teacher will make a big shop for you. (The teacher nods her head to show appreciation)

(After some time the teacher goes round and appreciating what the pupils have done. Some have made good shapes while others have jumbled up their blocks. Finally, the class breaks out.)