

# International Research Conference On The Global Dynamics In Languages, Linguistics And Literature - 2021



Contribution ID: 9

Type: **Abstract for Research Paper**

**Dr**

Orton Gillingham structured literacy teaching approach to students with Specific Learning Disabilities: a case of Teacher Training by Dyslexia Organization, Kenya  
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The Kenyan Government through the Ministry of Education has since independence been committed to improving education and inclusion of children with audio, visual, physical and mental disabilities. Despite the fact that considerable change and growth have been realized since the ratification of treaties such as United Nation Convention on the Rights of Persons with Disabilities (CRPD), the implementation of inclusive free and appropriate education for learners with in Specific Learning disabilities including dyslexia, dysgraphia, dyspraxia and dyscalculia still remains a challenge. This limits their potential especially in mainstream classrooms, to acquire basic literacy skills including spoken language, reading, writing, spelling and comprehension. Literacy skills are critical in determining learner's overall academic success in others subjects. The overall objective of this qualitative study is to assess appropriate teaching methodology to teach literacy skills to students with Specific Education Needs and the specific objective is to assess how Dyslexia Organization Kenya has used the Orton Gillingham Structured Literacy Programme to train teachers on appropriate literacy teaching skills for students with Dyslexia. The study will employ a case study of teacher training by Dyslexia Organization Kenya including interviews and analysis of primary sources and records of the teacher training and curriculum.

Key Words: Specific Learning Disabilities, Inclusion, Literacy skills, appropriate education, teacher training, the Orton Gillingham Literacy Structured Reading Approach, remediation.

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**Track Classification:** Dynamics in English and other Foreign Languages