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RESEARCH*



University of Tlemcen
Faculty of Letters and Languages
Department of English

***Exploring Teaching English for Persons with
Special Needs: the Case of Visually-Impaired
Learners in Tlemcen University and Blind's
Centre***

**Extended Essay Submitted to the Department of English as a Partial Fulfillment
of the Requirements for the Master's Degree in Language Studies**

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Dedications

Dedicated to all visually-impaired people

Fatima Zohra

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Abstract

Vision is a primary sense for learning. Teachers use pictures, photographs and a variety of colour-coded materials in their instructions. They also use demonstrations and considerable modelling, which require the student's visual attention. The problem stated at this level is about students who cannot perceive visual cues. The present study is an attempt to cover some of the pedagogical difficulties that face English language instructors when teaching persons with special needs, the case of visually-impaired learners. It is a collective case studies dealing with two cases: one in the centre of blind people in Tlemcen and the other in a 2nd year EFL class in Tlemcen University which is the main case for this research. Thus this study aims at providing a complete picture about how people with visual impairment receive education as it helps mainstream teachers in teaching them. Moreover, data were collected qualitatively and quantitatively using classroom observation grids and semi-structured and unstructured interviews for teachers and learners. The main results of this multiple case study showed that teachers face serious difficulties in teaching persons with VI in regular classes and they rely on listening only, consequently, this affects on the learning process negatively.

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List of Acronyms

CBA: Competency- Based Approach

EFL: English as a Foreign Language

ELT: English Language Teaching

ICEB: International Council on English Braille

L1: First Language

L2: Second Language

LMD: License Master Doctorate

NCSE: National Council for Special Education

UEB: Unified English Braille

VI: Visual-Impairment

WHO: World Health Organization

GENERAL

INTRODUCTION

General Introduction

The problems of visually-impaired students, apart of special classes, have begun to recommend increasing sympathy and attention in the regular classroom. Legal pressures for more equitable treatment, as well as the enlightened attitude of educators, have now brought all learners with partial or total loss of vision into the regular routine high schools and universities.

The law now demands that handicap persons be educated in the same environment as regular students. Besides, while the already arduous task of public education may be complicated by the special needs of these students, administrations and teachers may discover simple, effective ways to cope with. They believe that the introduction of a visually-impaired person must not interrupt class routine. This, however, may affect on both teaching and learning processes with regard to the difficulties the teacher and his/her student will confront.

In fact, the researcher's study addresses issues of special education aiming at:

1. *Sensitizing* ordinary teachers about the visually-impaired persons, and the importance and necessity of having knowledge when teaching them.
2. *Outlining* the difficulties that encounter teachers in teaching English as a foreign language.
3. *Identifying* responsibilities and techniques of special education teachers.

This problematic situation pushed the researcher to investigate the teaching situation of visually-impaired persons incorporated in regular classes. Therefore, the following research questions are asked:

1. What are the pedagogical difficulties that encounter teachers while teaching English as a foreign language to VI learners?
2. What teaching techniques might be held by teachers to provide visually-impaired learners with accessible instruction?
3. To which extent visually-impaired learners respond to those techniques?

The above cited questions led to the formulation of the following hypotheses:

1. Teachers may face problems of background knowledge about special education, lack of materials and the absence of student's attention.
2. Teachers may rely on listening skills in their instruction and informal assessment techniques.
3. Learners with visual impairment respond negatively towards the education in mainstreams.

Therefore, for the sake of checking the truthfulness of the aforementioned hypotheses, the researcher followed a set of methodology and employed certain instruments. Since the domain of special education is somehow unfamiliar, the investigator provided exploratory collective case studies from two different environments. The first case handled an in-depth investigation at the centre of blind persons, where the aim was to provide a clear picture about how teachers act. Then, the second case tackled in 2nd year EFL students at Abou Bakr Belkaid University looked for answers to the proposed problematic. Concerning the instrumentation, a day-to-day classroom observation was held for both contexts, besides a semi-structured interview for teachers and unstructured interviews for learners were administered aiming with that at collecting reliable data.

The bulk of this research is divided into three main chapters. The first chapter approaches to cover the characteristics of visually-impaired persons, learning systems they use and then, definitions and types of the way they can be assessed in classroom. The second chapter provides explanations to the methodology used. Additionally, the third chapter presents the analyses of the obtained results with a conclusion drawn to the study and some, hopefully, useful recommendations and suggestions.



CHAPTER ONE



**Chapter One:
Teaching Visually-impaired Learners**

1.1 Introduction

1.2. Special Needs

1.3. The Visual Disability

1.4. Listening Process Defined

1.4.1. Listening types

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1.6. Assessment

1.6.1. Formal and Informal assessment

1.6.2. Formative and Summative Assessment

1.7. Diagnostics Teaching (link between assessment and instruction)

1.8. Conclusion

1.1. Introduction

Teaching a second language is a very complex process, it requires a deep knowledge about instruction, learning, curriculum and anything related to education; at first, teachers have to know about their learners and then, provide what best suit them.

This chapter is devoted to reviewing the literature which aims at providing information on the aforementioned research questions. It tries to reveal the characteristics of learners with special need, the case of visually-impaired persons. Then, it sheds light on the skills they involve in such process, mainly, the listening process (types, skills and difficulties encountered while listening) and reviewing the history of the tactile written system and emergence of the Braille. Later, it deals with the notion of assessment with its types and lastly, it culminates with the diagnostic teaching where the teacher links between assessment and instruction.

1.2. Special Needs:

There are many individuals in the world who require assistance and special care for disabilities, they are called *People with Special Needs*. In the United Kingdom, the term often refers to special needs within an educational context. People with disabilities are defined as:

“a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition” (NCSE, 2004).

Therefore, from the four different areas of disability (physical, emotional, mental health or learning), the individual may have impairments like: orthopaedic, visual, speech and hearing impairments; cancer, heart disease, mental retardation, diabetes, emotional illness, specific learning disabilities, etc.

1.3. Visual Disability:

As Wade and Swaston declare, “*Vision is our dominant sense, we derive most of our information about the world-about where things are, how they move, and what they are-from the light that enters the eyes and the processing in the brain that follows*” (Wade and Swanston, 2001). In fact, our ability to perceive our concrete and immediate world visually is as important as helpful in learning about everything; yet, in some cases the visual perception is interrupted and defected causing a visual impairment. For most cases, visually-impaired persons have a severe reduction (usually associated with age) which cannot be corrected by medication, standard glasses, surgical operations or ordinary optical contact lenses. Vision in such cases can be ranged from low to severe degrees affecting the person’s ability to function at certain or all tasks.

Besides, the World Health Organization (WHO) classified the low vision into three levels:

- **Mild VI** also called Near- Normal- Vision (20/30 to 20/60): Individuals with mild visual impairment have no difficulty in identifying shapes, colours and brightness contrasts; they can also read larger characters.
- **Moderate VI** (20/70 to 20/160): A person diagnosed with moderate visual impairment can hardly tell shapes and colours of objects and can only distinguish between darkness and brightness, the size of his eye ball is too longer enabling him to see nearer characters with larger size and broader strokes.
- **Severe VI/ Total VI** (less than 20/1000 or no light perception at all): Vision at this level approaches to total visual impairment during which the person can only distinguish more obvious changes in brightness and darkness or may have a total inability to see.

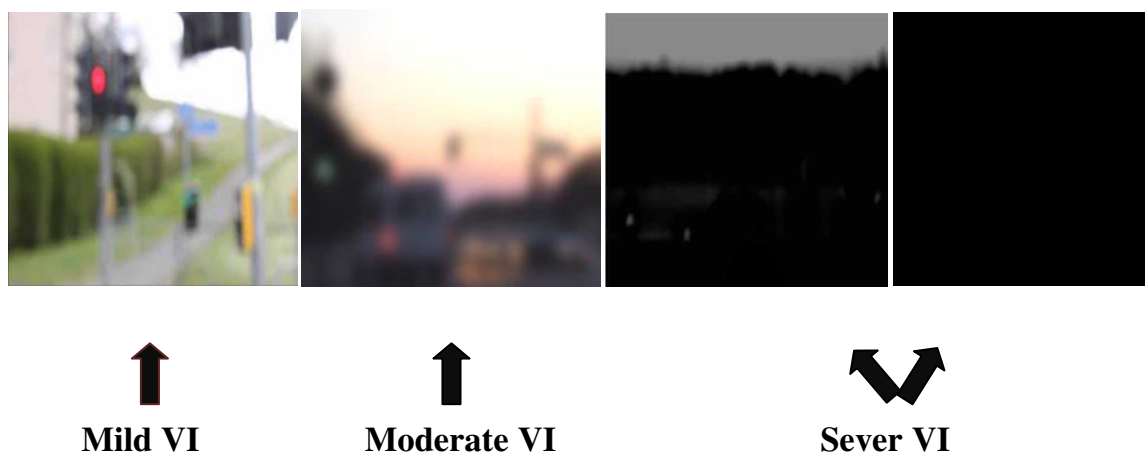


Figure 1.1. Visual Impairment Types: Mild, Moderate and Severe.

1.4. Listening as a process:

Research in the listening skills shows that, for a long time, this latter has been neglected as a skill from its own right and regarded as passive, besides “*it has been overlooked by its elder sister: speaking*” (Nunan ctd in walker 2014). In contemporary studies, instead, listening skills have been rendered the most “*researched of all four language skills*” (Vandergrift 2007:291). Indeed, in comparing the utility of our four language skills (listening, speaking, reading and writing) according to Burly-Allen (qtd in Natasha Walker 2004:167), most of our communication time is spent on listening representing more than forty percent, and mainly thirty five percent spoken language; yet worse, reading and writing yield only twenty five percent in all, this measurement can be applied for ordinary persons; and for individuals with minimal or no vision, in contrast, the situation is much different in which their reading skills percentage is generally diminutive and much focus is given to listening. Regarding the importance of such skill, different definitions have been proposed:

Buck (2001:01) considers listening as a very complex process, and for measuring it one need to understand its process. In this respect, Thompson and Rubin (1996:331 qtd in Khaldi 2009:6) defines listening as “*an active process in which listeners select and interpret information that comes from auditory and visual*

clues in order to define what is going on and what speakers are trying to express”.

Additionally, Richard and Schmidt explain that,

“Listening is the process of understanding speech in a first or second language. The study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener’s expectations, the situation and context, background knowledge and the topic”.

Richard and Schmidt (2010:344)

1.4.1. Listening types

In most of the cases, we listen for a certain purpose, for instance, we may be listening to select particular information, evaluate a passage, and discriminate between sounds and many other objectives. In fact, there are many types¹ of listening, but four major ones are commonly identified in listening performance as Brown (2004:120) sites:

- a. **Intensive Listening:** Listening for the perception of the components (phonemes, words, intonation discourse markers, etc.) of a larger stretch of language.
- b. **Responsive:** Listening to a relatively short stretch of language (greeting, question, command, etc.) in order to make an equally short response.
- c. **Selective:** listening for particular things and ignoring others.
- d. **Extensive:** Listening to develop a top-down, global understanding of spoken language.

¹ The others: (attentive listening, interactive, discriminative, critical, appreciative, informative, reflective, comprehensive, rapport listening, etc.)

1.4.1. Listening Skills in Learning

It is generally known that the sense of hearing is very important for visually-impaired learners; it helps them follow in classroom activities as well as obtaining information from the teachers “presentations and classroom discussions. Thus, the learner *“not only has to be able to hear and follow what is being said but he also has to be able to pick out main ideas, ignore distracting noises, identify activities by their sounds and be able to locate the position of an object or person by their sounds”* Kirk Horton and Hellen Keller (1988:23 adapted). In other words, the learner has to deal with the three listening skills namely: listening comprehension, sound localization and auditory discrimination in order to enhancing an effective learning.

1.4.1.1 Listening Comprehension

Regarding Rost’s elaboration, listening serves as a *“complex cognitive process... encompassing receptive, constructive, and interpretive aspects of cognition”* (2011:6). To put it more simply, listeners process the decoding of what has been said; comprehend the message conveyed and interpret the multiple levels of knowledge to react to the appropriate responses to incoming information. Such cognitive load involves two simultaneous, mutually cognitive processes: the bottom-up and top-down processes (Hedge 2000:234-5).

In dealing with the listening comprehension process, it is important to mention the two possible ways to performing such task: the bottom-up process and the top-down process. According to the former, as Flowerdew and Miller (2005:24) define, Listeners construct their understanding by combining the individual sounds into words, phrases and sentences which create the intended meaning and ideas from the spoken text being heard. This means that listeners pay more attention to the specific details for understanding the whole meaning. In the top-down process, conversely, the listener takes into account the context and prior knowledge with no attention to those specific details (Vandergrift 2004:4).

1.4.1.2. Sound Localisation

Of all our four skills, hearing is the most essential sense to attention, it enables the listener to identify the locations of acoustic sources in space and help in the detection and recognition of specific sounds among others. A sound originating from a certain location in space reaches each ear at a different time and with a different level; this phenomenon gives rise to level and time differences between the right and left ear which in turn direct the listener to detect from where the sound is coming. In noisy environments such as classroom, in fact, visual impaired learners face a big challenge in their auditory system; in this case, the instructor needs to provide activities that help the learner developing such skill.

1.4.1.3. Auditory Discrimination

Whether in a first or a second language, there are many words and sounds that are difficult to recognize, and require an attentive auditory discrimination. Such skill allows the listener to discriminate the differences between sounds; in particular, enabling to distinguish between phonemes and sequencing them into meaningful words and phrases. A learner having trouble with auditory discrimination, for instance, may have difficulty in telling the difference between words such as “sister” and “sitter” or “cat” and “cot”. Auditory discrimination plays an important role in L2 learning, and can be increasingly developed through training.

1.4.2. Difficulties Encountered in Listening

In the eyes of many researches and learners of English, admittedly, a great number of students believe that listening is the most difficult skill in learning because of its numerous difficulties and problems; Goh (2000 ctd in Walker 2014) considers these problems as those external and internal characteristics that affect the cognitive stages process while the listening comprehension. For the most part, pronunciation is one of the problems encountered by students since it differs widely from that of print (Bloomfield et al 2010:3 qtq in Walker 2014), also, listeners can't

normally control the speaker's speech speed, believing that they miss many parts of the speech which is generally quite faster. Another problem connected with such skill is the prosodic characteristics of oral discourse such as stress, weak and strong forms, and intonation which in most of the part can lead to misunderstanding the particular words. What is more, *“sociolinguistics elements of listening, such as the student's cultural background and the student's knowledge of the cultural background of the foreign language can also play a significant part in the student's comprehension of the verbal discourse”* (Walker 2014:168).

The above mentioned difficulties, naturally, increase anxiety among learners which may affect their learning progress; at this level, Walker (2014:196) suggests that *“Teachers should both be aware of these factors and investigate these factors with students, providing access to the necessary skill set to address potential difficulties which may stem from these obstructions”*.

1.4.3. Attention

Rost (2011:19) considers attention as the beginning of involvement which is the essential differentiation between hearing and listening. According to the psychologist and philosopher William James:

Attention is the taking possession of the mind, in clear and vivid form, out of what seem several simultaneously possible objects or trains of thoughts. Focalisation and concentration of consciousness are of its essences. It implies withdrawal from things in order to deal effectively with others.

James William (1890:405 ctd in Rost 2011:20)

1.5 Tactile Written Information

Over the history, human beings were an oral species, not a literate one. Throughout time the written systems started developing till most of people would learn to read and write. For people who were blind, many have suggested that blind people could learn to read by touch.

1.5.1 A background account:

Braille is a relative newcomer as a literacy tool for blind people. Prior to the invention of Louis Braille's tactile system, there had been numerous systems developed to enable blind persons to read (Lorimer, 2000). The tactile idea began by several Italian Jesuit priests in the 1500s. One, Padre Lana-Terzi even described a 'secret code' that could be appropriate for blind users to send messages carved into wood. Later, some rich European families in the 1600s were using print letters carved into wood or by using twine or string to teach their blind children. It wasn't until 1747, however, the French philosopher Diderot who wrote his treatise, *Lettre sur les aveugles*, in which he maintains that people with visual impairment should learn to read print letters by touch. Within the late 1700, the French Valentin Haüy started teaching a young blind man, Lesueur, who became his inspiration to develop embossed print and a writing form that could be held by VI people to write for sighted ones. In the 1786, Haüy presented his essay about the education of blinds to the King Louis XVI of France; the king was so impressed with the method and he supported Haüy and bestowed him the authority to start the first school of blind people, *l'Institut National des Jeunes Aveugles*, in France. The school was so successful that many schools rose after: in Europe, England 1791, Germany 1806, Spain in 1820, the United States in 1831 and Canada 1861.

Though the embossed prints were difficult to read and hard to write, it was largely acknowledged, and as a result, a great innovation in the education of blind people began, where many have started improving new methods for the dark reading and writing trying to come out with new alphabets that best suit blind

people. Indeed, the Society of Arts for Scotland organized a kind of competition in 1836 to encouraging people creating new tactile alphabets; during this contest many based their creation on shapes forming lines and dots where others relied on the print. (However, the award was given to Dr. Fry-Alston, whose tactile alphabet was based on print). Meanwhile in France, a captain in the French military, Charles Barbier demonstrated his system of “night writing” to the school of blind in Paris in 1823. Barbier’s “night writing” was based on phonetic principles and consisted of 12 dots arranged in two vertical columns, representing sounds of the particular chart, the code had no punctuation and no numbers and it was developed for the soldiers enabling them read and write messages along trenches at night. Luckily, a student attending Barbier’s code believed in the idea and devoted to a new system which was called later: the Braille system.

1.5.2. The Braille Code

The French Louis Braille was born in a small town near Paris on 4th January 1809. While playing in the workshop of his father alone at the age of 3 years, Braille cut his eye badly by one of his father’s tools; this caused a vision loss. At the age of 10, Louis got a scholarship to go to the school of blind boys in Paris where they learn by listening and read the raised letters only without writing. In attending Barbier’s presentation about the night writing code, Braille and his classmates found that a major problem with the system was that the characters were too large to fit comfortably under a fingertip, he then set about to improve the night writing code to be easier and in 1824 he invented the Braille system. He cut the number of dots to be 6 and rather of phonetic codes he created alphabets. In 1829 the first Braille book was produced containing alphabets and different codes for math and music. However, the utility of the system wasn’t recognized at that moment until 1918 in England.

1.5.3 Braille Characteristics:

Braille is a tactile method devised by Louis Braille in 1824 that enables blind people to read and write through touch. The system consists of raised dots in a systematic arrangement with two columns of three dots each, known as Braille cell; each cell represents a letter, a word, a combination of letters, a numeral or punctuation mark.

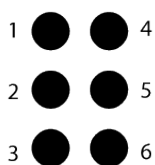


Figure 1.2. The Braille Cell.

In the Braille alphabet each letter has its own symbol. The first ten letters of the alphabet are formed using the top four dots (1, 2, 4, 5). Adding a dot 3 makes the next ten letters, and adding a dot 6 to that makes the last six letters (except "w" because it was not used very much in the French language at the time that Louis Braille devised this system). Literary Braille numbers are formed by placing the Braille number sign (dots 3, 4, 5, and 6) before the Braille letters "a" through "j". There is also a code used for math and science notations called *Nemeth*.

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
	v	w	x	y	z	

Figure 1.3. The Braille Alphabet

,	;	:	.	!	()	?	“	”
/	\$	`	-						

Figure 1.4. The Braille Punctuation

1.5.3. Types of the Braille Writer

There are three major types of devices used for writing Braille by hand: slate and stylus, Braille writer and Braille notetaker.

1. The Slate and Stylus:

Louis Braille devised his own slate for writing; it is made of two metal or plastic parts hinged together so that a piece of paper can be put between them. The top part of the slate has rows of window-like openings. Each opening is the same size as a Braille cell. The bottom part of the slate has shallow depressions arranged in groups of six to represent the dots of a Braille cell. Each group of depressions is directly under one of the openings in the top part of the slate. A stylus is a pointed tool used to punch raised dots in the paper. Using the window-like openings in the slate as a guide, the writer presses the point of the stylus against the paper and into one of the depressions, thus punching a raised dot into the paper. Slates and styluses continue to be widely used for writing Braille by blind persons in developing countries since they are inexpensive, portable, quiet to use and require little, if any, repair (see appendix A).

A person writing Braille with a slate and stylus must write from right to left in all languages and must form the Braille characters in reverse. The raised dots appear on the back side of the paper. When the paper is turned over, the dots face upward and can be felt with the fingers.

2. The Braille Writer :

The braille writer, also called the brailler, is a kind of a braille typewriter invented by Frank Hall in 1892 for blind persons. Like typewriter, the paper is inserted from in the brailler, with a row of keys across the lower part of the machine, representing 3 smaller keys to the left and to the right of the space bar in middle corresponding to the six dots in the braille cell and are used to make the braille characters (see appendix A).

3. The Braille Notetaker:

Recently, technology have brought about a change in braille writing. Devices for writing braille developed into electronic personal digital notetakers for individuals who are blind or visually impaired. These are sophisticated, complex, expensive pieces of equipment that are portable battery powered devices. Most of braille notetakers have six to eight for braille entry; and include an adress book,a calender, a database manager, a web browser and various useful features. They can manage both uncontracted and contracted braille with forward and backward braille translation (see appendix A).

01.5.4. Unified English Braille

Unified English braille (UEB) is a system intending to evolve one set of rules, the same everywhere in the world, which could be applied by all english subjects except music. It was proposed in 1991 under many reasons. The primary concern was the emergence of technology which caused a neglect in the use of braille in the lives of blind people, the difficulty of learning several codes and the lack of comparability between the braille and print text. Therefore, the International Council on English Braille (ICEB), in 2004, gave the authority for the unification for various English codes including: math, science symbols, computer related symbols, foreign alphabets and visual effects (bullets, bols type, accent mark, etc.); the unification was reached after many years of analysis, research and debates providing a guidebook entitled “ **The Rules of Unified English Braille 2010**”.

UEB is designed to be readily understood by people familiar with the literary braille without ambiguity what symbols are being expressed by a given braille text, however, the system failed to handle mathematics and computer science to be optimal for those diciplines.

1.5.5. Braille Contraction

Using Braille system in writing may take longer space and time since each letter is written separately. Consequently, educators have suggested abbreviations, contractions and other short words used; such contractions facilitate braille users reducing spaces in the paper and less time is spent in either reading or writing (examples of some the popular contractions are in appendix E).

The contracted braille is divided into three grades, each grade consists of an amount of words, groups of letters and other symbols shortened, as explained in Figure 1.7; however, since the 2nd World War, only grade one and grade two have been used which are now named contracted and uncontracted braille (to avoid confusion with school grade levels).

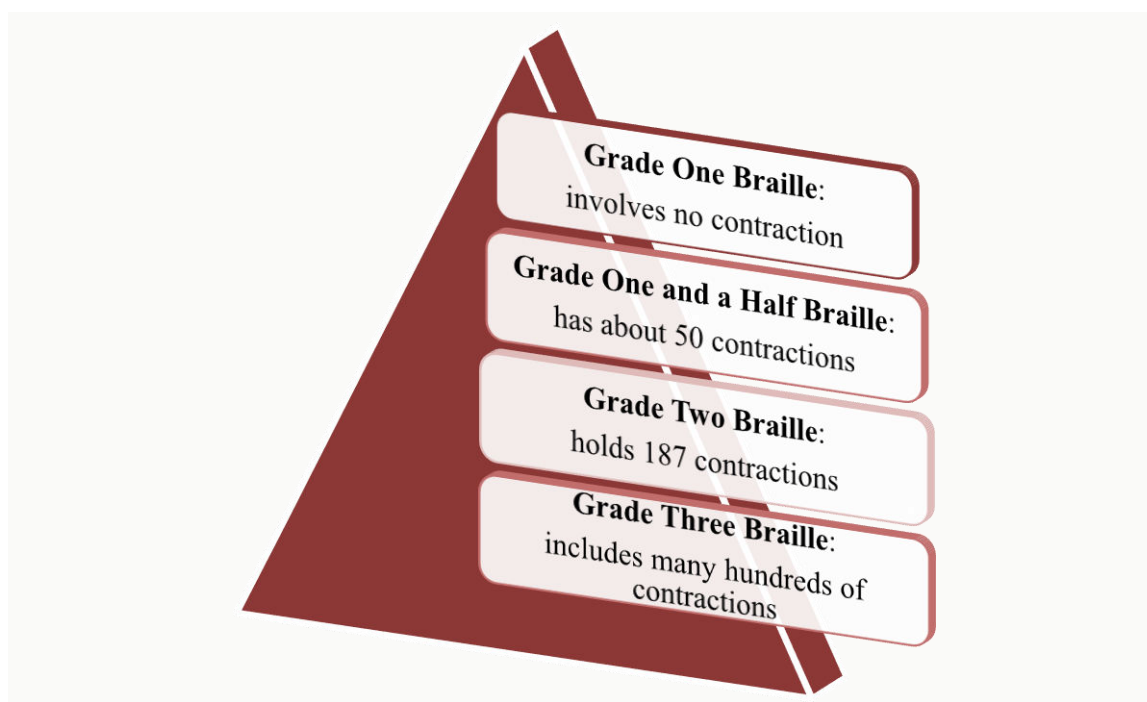


Figure 1.8. Contracted Braille Grades

1.6. Assessment

Central to the evaluation of any educational program are the instruments and procedures used to assess that program's effects. In fact, teachers make professional techniques and judgements on their learner's performance in every session

undertaken, whether consciously or subconsciously; such judgements are, respectively, called assessment. To start with, one need to be knowledgeable about what a technique is, because it is the heart of any kind of assessment; for instance, Edward Anthony (1963 cited in Brown 2004:14) defines Techniques as those classroom activities that are consistent with a method and an approach. Then, the notion of assessment is what Green (1999) considers “*something we do ‘with’ and ‘for’ students and not ‘to’ students*”, to put it more simply, “*whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students’s performance*” (Brown 2004:4); in this way, the teacher can evaluate both processes: teaching and learning.

It follows that assessment is only as good as the quality of feedback provided to learners; at this level, one need to distinguish between the informal and formal assessment techniques, in addition to formative and summative assessments.

1.6.1. Formal and Informal Assessment

Brown (2004:5-6) considers formal assessment as those systematic, planned techniques designed to determine how well the student have learned the material that is being taught in classroom. It aims at measuring the amount of knowledge that learners have retained from what they have been previously taught, identify their strenghts and weaknesses and compare between abilities. Formal assessment generally consists of: Norm-referenced and Critereon-referenced tests. Informal assessment techniques, on the contrary, are those incidental, unplanned activities that can be easily incorporated into classroom routines, enabling the teacher to evaluate the student’s own performance and progress individually. In classroom, such informal techniques can take numerous forms and can invovle the participation of the teacher, student and even parents as a way of measuring that student’s progress. In the following, few forms of these informal assessments are provided:

- **Writing Samples:** Written tasks about particular topics help the teacher assessing his learners' comprehension of the material, they can take many forms (but the essay is the most common).
- **Brainstorming:** Usually, brainstorming activities help in determining the learner's knowledge, it is a successful technique that suits all ages of learners and enables them to participate freely without the fear of criticism or judgments.
- **Checklist:** As one of the observational techniques, checklists check the learner's presence or absence of behavior during progression, it is reliable, and relatively easy to use.
- **Questionnaires:** Questionnaires are a self-report assessment device that allow the learner to provide information about areas of interest to the teacher, and offer them the opportunity to indicate areas in which they would like more help from the teacher.
- **Portfolio:** A portfolio is a systematic collection of student work and assignments in a single folder, it is a helpful assessment tool that see the learners' improvement over time.

1.6.2. Formative and Summative Assessment

Another important distinction in assessment is about its function; at this level, teachers need to consider how the procedures are being used. There is first formative assessment which is the “forming” of students competencies and skills as Brown (2004:6) defined, it helps the teacher identifying concepts that students are struggling to understand and skills they are having difficulty acquiring. All kinds of informal assessments are generally formative ones, because they aim too at collecting detailed information that can be used to improve instruction and student learning. Besides, language instructors have to evaluate student learning progress and achievement at the conclusion of a specific instrumental period (at the end of unit, course, semester or school year), this kind of evaluation is what educators call summative assessment, for instance, general proficiency exams are examples of summative assessment.

1.7. Diagnostic Teaching

Diagnostic teaching is considered as an effective instruction in monitoring the understanding and performance of students before, while and after teaching the lesson. It is the process of diagnosing student abilities, needs and objectives and prescribing requisite learning activities individually, small groups or within the whole class, depending on the instrument used. Furthermore, within a diagnostic teaching perspective, assessment and instruction are interacting and continuous processes, i.e. assessment provides teachers with feedback on the efficacy of prior instruction, and then, building new instruction on the learning that students demonstrate.

1.6. Conclusion

In this theoretical chapter, the researcher has brought to light the characteristics of learners with special needs, mainly, the visually impaired person. She has also tried to explain the main skills those students use in their learning process since they are thought differently: the listening process, types and the listening skills in learning with regard to the difficulties encountered while listening; besides it tackled a brief background account about the tactile written information, characteristics of braille and its unification in the English language. Furthermore, it has dealt with the assessment used by teachers to investigate their students' progress, with a review to its types and link it with instruction. This review of literature will be followed in the next chapter by a situation analysis and a detailed description of data collection procedure.



CHAPTER TWO

**Chapter Two:
Research Design and Procedures**

2.1. Introduction

2.2. ELT Situation in Algeria

2.3. Special Education for VI Persons in Algeria

2.4. Research Design

2.4.1. Sample Profile

2.4.1.1. Teacher's Profile

2.4.1.2. Learner's Profile

2.4.2. Data Collection

2.4.2.1 Classroom Based Observation

2.4.2.2. Interview

2.4.2.2.1. Teachers' Interviews

2.4.2.2.2. Learner's Interviews

2.4.3. Data Analysis Procedures: Qualitative and Quantitative Approaches

2.5. Conclusion

2.1. Introduction

The second part of this extended essay is concerned primarily with the practical phase. The present chapter aims at collecting data about the way visually-impaired persons learn and how they are taught. To achieve this, the researcher has tried to investigate how learners with partial or total loss can learn a second language in ordinary and special classes. The researcher has also investigated how teachers treat those learners individually and in groups.

Therefore, this chapter starts with providing a bird eye view in the teaching/learning situation of English, in an attempt to describe: EFL situation and special education in Algeria. It also presents the research design and methodology, describes the participants, and the instruments used in this study; namely an interview with both teachers and learners and a classroom based observation. In addition, this chapter provides a clear idea about the procedure used to analyse the collected data, which is a qualitative approach.

2.2. ELT Situation in Algeria

Linguistically speaking, “*Algeria was a place of invasion and a crossroad of civilizations that made the linguistic plurality reign among its speakers*”(Chami 2009: 387). At first, with the French colonialism, Algeria was affected by the language of the colonizer from 1830 to 1960. Therefore, as Ibrahimi 2000 states,

“The French language which was imposed on the Algerian by fire and blood, constituted a fundamental element in the French policy of depriving people from their identity and the deculturation”

Taleb Ibrahimi (2000:66 ctd in Chami 2009).

At this period, French became the official language and Arabic as a foreign language. Because of the power of the Holly Qur’an, however, Arabic preserved its prestige and resisted against such effect.

It followed that after independence, a new phase began (from 1960s to 1990s) shifted to the Arabisation change where Algerian government decided to officialise Arabic. The main purpose from such process is the integration and unification of Algerian language as it presents an Arab Muslim society. During this process education, media, technology and nearly everything were implemented in the language of Qur'an. In reality, there was a big challenge in replacing 100 years of French or more into Arabic; yet, the implementation failed to cover all aspects and French was reintroduced in 2002 by the national education reforms as first foreign language. Additionally, as a national language, Tamazight was recognized and inserted in the Algerian educational system in 2002, and by 2016 the language of Berber was integrated to become an official language of Algerians besides Arabic.

Within the globalization process, English has spread to become the first spoken language by numerous people across the world. Accordingly, the need to cope with the worldwide changes and open communication, many countries including Algeria found the necessity to introduce this language at the level of educational system. English, therefore, was imposed by 1960s in the Algerian schools as a second language upon Grammar Translation Method (GTM). Since 2003, a new teaching approach was adopted for ELT of middle and secondary schools, namely, the Competency-Based Approach or CBA for short.

The Competency-Based Approach focuses on the essential skills, knowledge and behaviours required for the effective performance of a real world task of activity; it seeks for “problem-solving solutions’ that enable the learner being active and offers him the opportunity to become an effective language user in real-life situation, in addition to provide learners with a number of competencies: linguistic competence, Cultural competence and Methodology.

English in the Algerian pre-university educational system is generally taught from middle schools. Pupils start learning English as a second language for the four (04) years of middle school, then three years in the high school. At the tertiary level,

English is introduced in different curricula at different departments, either as a main subject at the English Department and by which students are required to attend modules like: Phonetics, Linguistics, Oral/Written Expression, Literature, Civilization and so forth; or simply as an additional but ‘compulsory’ module.

2.3. Special Education for VI Persons in Algeria

Children with visual impairments can receive education in a mainstream or in a specialized school designated for those with specific low-incidence disability. Taking the Algerian situation context, it was the capital Algiers that built the first specialized school in 1968. The school was residential and comprises VI persons from all over Algeria. Nowadays, Algeria holds 24 schools for visually-impaired people. Moreover, special education schools hold VI persons from kindergarten till middle school; programming in such schools is similar to that of regular ones, the difference is that these schools provide special assistance, are well equipped to meet the needs of them and the amount of children in class is smaller than in ordinary classes (usually doesn't accede 5 or 6 pupils).

Besides learning morals and some other basics in the kindergarten, children learn how to hold objects and explore them through touch; they learn how to use the Braille stylus and slate and form dots, lines and other various shapes. Then, they start their first 05 years of the primary level, where they learn Arabic and French same as in the primary regular schools. Passing the final exam of the fifth year allows VI pupils to continue the four (04) next years of middle school. Again, curriculum, timing and programmes at special education middle schools are taken from regular programmes: Arabic, French and English are taught at all levels besides other fields. During these 10 years, the educator and the psychologist visit VI pupils in their classes each session regularly, they check their progression as well as making them feel at ease. What follows, pupils who hold the National Certificate “B.E.M” (Brevet d’Enseignement Moyen) are incorporated in ordinary high schools. As a first experience to be with sighted persons, VI students continue their three (03) following years of secondary school either in literary or scientific

stream. There where they finish studies till the tertiary level and are treated in a similar way with their sighted peers.

Table 2.1. Special Education Programme in Algeria

Special Education Classes			
Level	Kindergarten	Primary	Middle
Years Allocated	One year	Five years	Four years
Languages Taught	Arabic	Arabic (05) years, French (03) years	Arabic, French and English (Tamazight in some regions)
Written System	Braille System		

Regarding the materials needed for special education, schools offer various devices for learning. There are school textbooks printed in Braille, i.e., these books are divided into chapters and are given to pupils permanently, there are others books also printed in Braille and even audio books. Also Braille papers, styluses and slates for writing, maths and drawing are provided for every VI learner at that school. In addition to objects forming various shapes and forms (such as toys, fruits, etc are given to teachers in order to develop the tactile exploring act for learners) and a Braille writer used by all teachers to print lessons, exercises and exams sheets.

Turning to the teaching of English in the Algerian specialized schools, it started to be taught in these classes in 1976; programming was and still is much similar to that of regular ones. Learners start studying the English language in middle schools, in an amount of three (03) hours per week for all four (04) years. Additionally, teachers tend to apply the Competency Based Approach or CBA for short with regard to some techniques of Grammar Translation and Audio-lingual Methods.

Table.2.1. Learner’s Weekly Time Allotment in the Special Middle Schools

Number of Hours per week				
Year level	First	Second	Third	Fourth
Subject				
English	3	3	3	3

2.3.1. Teacher Training

One of the most intricate concepts in the field of specialized education is the training the teacher experiences. According to Smith (2006:298), teacher training is the “*preparation for teaching that enables the trainee to deal with predictable situation in the classroom*”. Regarding Algerian training for special education, teachers attend training courses for one (01), two (02) or three (03) years (depending on the case of the child) to further cope and meet the needs of their learners.

2.4. Research Design

It is of great importance for researchers to choose an appropriate methodology when conducting any research work. In this respect, Nunan (1992) presents a list of research methods that can be used in applied linguistics studies, namely, experimental, ethnographies, introspective methods, interaction and transcript analysis and case studies; these research methods usually probe other various dimensions in terms of aims and standpoints. The following part is a discussion of the research method used in this study.

This paper is a multiple case studies dealing with VI learners in different contexts: middle school and university of Tlemcen. Accordingly, the researcher wants to provide insight to VI learners, describe their characteristics; and the best method that provides a holistic and descriptive investigation is the case study method. Yin (1993:11) refers to case study as an “event, an entity, an individual, or even a unit of analysis. It is an empirical inquiry that investigates a contemporary

phenomenon within its real life context using multiple sources of evidence”. The present study aims at identifying the complexities of teaching English language for VI persons; this can be best supported by Cohen et al (2005:265) when outlining the advantages of case studies, they consider it as products that may give the variety and complexity of educational purposes. In the same line of thoughts, Dörnyie (2007) states that ‘case study is the study of the particularity and complexity of a single case”

Case study is divided into three types according to the purpose of research: descriptive, explanatory and exploratory. Descriptive case study generally describes a phenomenon and emphasises on its characteristics, it tries to answer the question “What?” Explanatory case study on the other hand seeks to providing reasons behind a certain problem; it answers the questions “What and why?” While exploratory case study constitutes a prelude for the above mentioned types, besides providing ideas about the way of improving the existing situation; this type of study answers the questions “ What, why and how?”

Case study according to the number of cases includes two main types: single and multiple. The first kind investigates only one case, and it comprises two sub-categories: intrinsic and instrumental. The former delves into the situation itself, whereas the latter examines a particular case in order to gain insight into a general issue or a theory. The second kind, often called “collective case study”, involves two or more than one subject or participant.

When analyzing the obtained results, two main types according to the unit of analysis can be used: holistic and embedded. Holistic case study relies on one unit of analysis and seeks for a global view about the studied object. Whereas embedded case study analyses data in multiple units separately in order to generalize the results for all the case. The diagram below summarises the different types of case study.

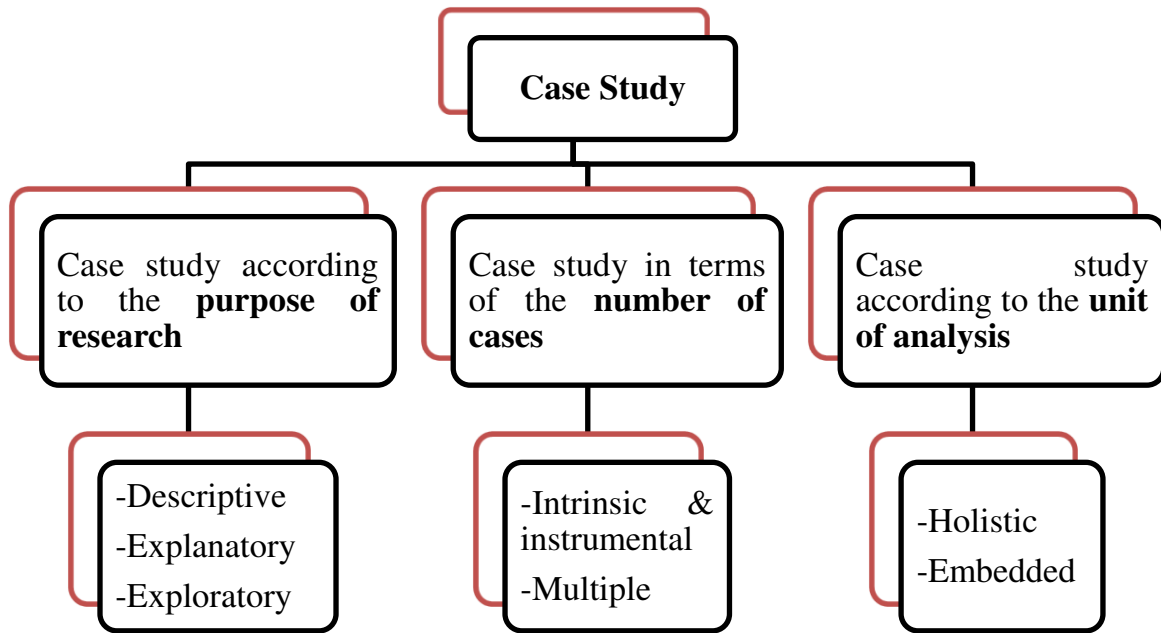


Figure 2.3. Types of Case Study

Therefore, this research work is a collective case studies in two different contexts. The first case held participants from special education classes in order to know about how VI persons can be taught. The second was in ordinary classes where the study is about (and since there was not enough time to look for a secondary level pupils, the researcher jumped into the tertiary level where a case of VI student existed). Moreover, it is a descriptive exploratory case studies describing the characteristics of VI learners, exploring difficulties that encounter their teachers and looking for suggestions to overcome these problems.

2.4.1. Sample Profile

Any investigative research work requires a specific population which is under the investigation for building the experiment. In this respect, Dörnyie (2007: 96) distinguishes between sample and population and states that: “*the sample is the group of participants whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about*”. Basically this work is built upon three (02) teachers (one special education teacher and two ordinary teachers) who were observed and interviewed, besides VI learners.

The sample was, in fact, selected based on the idea that special education teacher will benefit the researcher having an idea about special education. Then ordinary teachers will valid that there are difficulties in teaching VI persons among sighted peers.

2.4.1.1. Teacher's Profile

In this extended essay two categories of teachers were selected. The first is the special education teacher who helped in knowing about the methodology used for English language teaching in special schools. He is actually a VI person teaching in special classes for more than 10 years. The second is an ordinary classroom teacher.

2.4.1.2. Learner's Profile

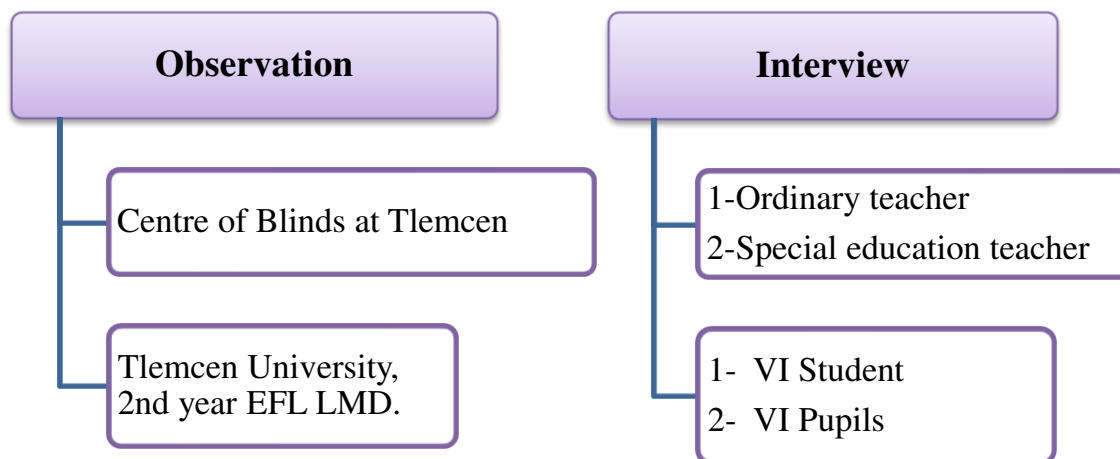
This extended essay is concerned with visually-impaired persons incorporated in ordinary schools. In order to get closer to those learners and understand more about their teaching process along with their sighted peers, one needs to have an idea about how they are taught in special classes. Hence, thirteen (13) learners from two different contexts were selected in this multiple case studies. The first twelve (12) pupils are from first, second and third years middle school. Three of them have mild visual-impairment, three have moderate VI and the six others are totally blind; but all of them read and write in Braille. They were observed and interviewed. Then, a second year EFL student at Tlemcen University who has a total loss of vision was also observed and interviewed.

2.4.2. Data Collection

As far as this study is concerned, the researcher has tried to make use of two research instruments in order to answer the three (03) research questions: a 'classroom observation' was tackled at the beginning of this investigation in both regular and special classes. Then, semi-structured and unstructured interviews were administered to teachers of special education, university teachers and learners (see

the diagram 2.1). This enabled, first, qualitative information, then, cross-check the validity and reliability of the information obtained.

Table 2.4. Research Instruments Employed



2.4.2.1 Classroom Based Observation

As a first step towards collecting an in-depth data, and for the sake of allowing events and situations to speak for themselves, rather than being interpreted, evaluated or judged by the researcher (Cohen et al 2005: 254), an observation instrument was employed in this work in order to answer the second research question, respectively, “what are the teaching techniques that might be held by teachers to provide visually-impaired learners with accessible instruction?”. Robson defined observation as follows:

“What people do may differ from what they say they do, and observation provides a reality check; observation also enables a researcher to look at everyday behaviour that otherwise might be taken for granted, expected or go unnoticed”

Robson (2002ctd in Cohen 2005)

In an attempt to have a clear insight about the teaching of visually impaired persons at the English department and the Blind's centre of Tlemcen, an observation scheme was prepared for being restricted to a specific actions and behaviours. However, some researchers argued that the use of such structured observation schemes "*seriously limits and restricts the observer's perceptions that it creates a kind of tunnel vision*" Spada (1994:687) i.e., as one example, making only observations at 5 minutes intervals ignores the potentially rich events that occurs in between; besides, there is no sufficient evidence consolidating the validity of scheme categories designed for learning processes and outcomes. One way to address such criticism, as Mackey and Gass (2005:201) suggested, the researcher recorded the events during the observation naturally with the very little details, then classified these events in the schemes (see appendix B) and checked whether there are additional important points.

The observation was, in fact, conducted on two different classes: in special education class the case of 2nd year middle school, and a 2nd year ordinary class at the Department of English of Tlemcen, each one was observed three (03) weeks with two teachers (see table below). At first, the researcher started the investigation as a non-participant observer; during the first two observations that were tackled in the ordinary class, the researcher noticed that there is a kind of the Hawthorn effect, during which teachers started taking care of the visually impaired student, asking her in an exaggerated manner. Instead, the researcher decided to be a participant observer and didn't present the purposes of the observation.

Table.2.5. Basic Information about the Eight Observed Sessions

	Sessio ns N°	Date	Level	Class Time	Number of learners in Class
Ordinary Class	S1	14/12/2016	2 nd year at university	13:00/ 15:13	One VI student
	S2	15/02/2017			
	S3	12/04/2017			
Special Education Classes	S1	15/12/2016	1 st , 2 nd and 3 rd years middle school	09:00-10:00, 10:00-11:00, 11:00-12:00	1 st y : 4 VI pupils
	S2	19/01/2017			2 nd y: 2 VI pupils
	S3	20/04/2017			3 rd y: 6 VI pupils

Additionally, it should be noted, that the researcher debriefed the obtained results from the observation process with the instructors, in order to keep this process transparent and interactive as well as establishing a more trusting and cooperative relationship with the instructor as Mackey and Gass (2005: 189) claimed. Furthermore, a discussion with two (02) other VI teachers yielded to valid the information obtained.

Regarding the content of the scheme, it was adapted from the Target Language Observation Scheme or TALOS for short (Ullman & Geva, 1985). It is composed of two main parts. The first part is a real time, low-inference checklist that describes live classroom activities, linguistic content, skill focus and teacher/learners behaviours and actions. While the second part is a high-inference rating scale used after the observation by providing rating (extremely low to extremely high) for categories such as L use, interaction, attention, etc.

2.4.2.2. Interview

The other instrument used in this research is the interview. It serves as one of the most important tools to collect data from individuals through conversation either to understand a situation, or a topic from the researcher's

interest. Consequently, the use of interview is conceived to be of great help to the investigator. Kvale (1996:14 ctd in Cohen 2005) considers interview as: “*An interview, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production...*”

When conducting an interview, the researcher has to take into consideration the fact that different types of interviews are available which differ in terms of characteristics and level of formality, too. In this respect, Nunan (1992:149) states: “*Interview can be characterised in terms of their degree of formality, and most can be placed on a continuum ranging from unstructured through semi-structured to structured*”

Regarding the types stated by Nunan (structured, semi-structured and unstructured interviews), Mackey and Gass (2005:174) agree that it may be difficult for novice researchers to conduct unstructured interviews without a given training. Furthermore, Dörnyei (2005:136) adds that “*in applied linguistic research most interviews conducted belong to the semi-structured interview’ type*” in which the interviewee is encouraged to develop the prepared questions in an exploratory manner. For this reason, semi-structured interviews were designed for teachers. As for learners, most of them were pupils at middle school and their English is not that much developed to hold a conversation in, so an unstructured conversational interview was held in their mother tongue.

Semi-structured interviews, actually, offer a compromise between the two extremes: prepared questions from the structured type and an elaboration of questions and additional information can be provided by the interviewee during the process. Unstructured interviews on the contrary constitutes no questions prepared prior to the interview, and is conducted in an informal manner. Such kind of interviews can be accompanied with a high level of bias and a difficulty in distinguishing between answers.

Moreover, when conducting an interview, there are various ways of saving data, however, note taking and recording are the most prominent and useful tools.

2.4.2.2.1. Teachers' Interviews

In this research, semi-structured interviews were held for teachers in order to obtain information about their experience in the teaching of visually-impaired persons. Hence, two (02) teachers from Tlemcen University and blinds' centre were interviewed. It follows that this interviews consisted 08/11 questions including behavioural, opinion and knowledge questions; they're divided into three (03) rubrics. The first two questions look for general information about the teachers' experience (i.e., special education training and their years in teaching VI persons). The second heading turns around their methodology in teaching those learners, the difficulties they face while the instructions and if any specific assessment they use to measure their learning progress. The remaining rubric looks for the teachers' opinions and suggestions they see appropriate for such difficulties.

2.4.2.2.2. Learner's Interviews

One of the benefits of the interview is that it can be conducted in the learner's L1. Thus, an unstructured interview was held with learners in their mother tongue (Algerian dialect). Questions were about how they see, do they enjoy their learning process, how the teacher treats them and whether they enjoy this way.

2.4.3. Data Analysis Procedures: Qualitative and Quantitative Approaches

It is worth bearing in mind that any empirical study there should be an analysis of the collected data, which is often regarded as a research procedure used to obtain results and draw conclusions of the research. Thus, the researcher measured and analysed the collected data qualitatively based on two factors. Firstly, as Robson (2002:183 ctd in Cohen et al) declares "case studies opt for analytic rather than statistical generalization" meaning that a case study is generally associated with an in-depth exploratory study. Secondly, the sample population selected in this study is restricted to include mainly less than 15 informants in all.

There were some parts were the researcher needed to illustrate some issues quantitatively, such as the rate of four skills used per session and teacher/learner talking time. Hence, quantitative approach was employed in the analysis.

2.5. Conclusion

The current chapter has tried to give a glance on the ordinary and special educational system. It has also presented an overview on the research design and methodology used. With regard to the description of participants selected and the research instruments held to examine the situation. Finally, it provided a view about how results will be analyzed in the following chapter.

CHAPTER THREE

Chapter Three:

Data Analysis and Interpretation

3.1. Introduction

3.2. Results Analysis and Interpretation of the first case study

3.2.1. Classroom Observation Results

3.2.2. Teacher's Interview Results

3.2.3. Learners' Interview Results

3.3. Results Analysis and Interpretation of the second case study

3.3.1. Classrooms Observation Results

3.3.2. Teachers' Interview Results

3.3.3. Learner's Interview Results

3.4. Discussion of the Main Results

3.5. Pedagogical Implications and Recommendations

3.5.1. Recommendations for teachers

3.5.2. Recommendations for VI Students

3.5.3. Recommendations for Ordinary Students

3.6. Conclusion

3.1. Introduction

The third chapter generally proceeds to the analysis, interpretation and recommendations related to this exploratory case study. Throughout this chapter, practical answers are to be provided for the three research questions proposed. Since two case studies were designed in the present research work, it is obvious to analyse and interpret each case separately: in order to avoid any kind of comparison and being more organized. Therefore, the researcher attempts to analyse and interpret the results drawn from the first case study, mainly, classroom observation and teachers/learners interviews. Then, the second case was investigated similarly. After that, she tries to put forward some suggestions and recommendations for both special education and regular classroom teachers in order to provide VI persons with accessible and effective instruction.

3.2. Results Analysis and Interpretation of the first case study

In this section, the large amount of data collected from the first case study: special education classes are analysed qualitatively.

3.2.1. Classrooms Observation Results

On the basis of exploring the pedagogical techniques special education teachers use in their teaching situation, a day-to-day classroom observation was carried out at the centre of visually-impaired persons. The main purpose for this observation was, in fact, to have a clear insight about how English teaching is undergone in such classes, besides approaching to the challenges and difficulties that face English language instructors. As explained earlier, nine (09) regular observation lectures were naturally recorded with a VI teacher to 1st, 2nd and 3rd year middle school pupils (3 sessions for each class).

At the centre of visually-impaired persons, education seems to be somehow different from what we used to see in regular schools. The first thing that has attracted the observer's attention is the setting: classrooms are, in fact, designed as resource rooms; they contain large windows enabling them to be more luminous for

learners with residual vision. No board is placed and the room is totally free from clutters except teacher's desk and learners' tables. Then, the amount of pupils is very small, from 2 to 6 VI persons in class.

It appeared that learners' visual-impairment differ from one person to another. The following table sites each case with type and the way he/she receives information.

Table 3.1. Learner's characteristics

Levels of Visual Disability	Pupils' Characteristics
Mild VI	<ul style="list-style-type: none"> Three girls from 1st and 2nd year have a mild residual vision; they can locate from where the sound is coming through vision, as well as reading the Braille papers through their eyes and not touch.
Moderate VI	<ul style="list-style-type: none"> Three other learners (2 girls and a boy) from 2nd 3rd years belong to the second category of VI. They prefer sitting next the window and often switch on the light.
Severe VI	<ul style="list-style-type: none"> The remaining 6 pupils are totally blind. For the most part, they focus on listening as a primary skill.

As the observation task gradually took place, the investigator has noticed that at the beginning of each session, the teacher presents the lesson or exercises on a Braille written papers that he wrote it by himself, and then start explaining the lesson, discussing its components and mostly dictates and spells or asks for spelling and pronunciation of words each time; he uses English but sometime shifts to Arabic for translation. During the whole observed sessions, each pupil was treated individually, making sure that everyone has got the information. Additionally, drills, cognitive and Meta cognitive questions and comments were always present.

It is worth pointing out that each pupil from the three classes was accompanied with a Braille slate and stylus, a textbook printed in the embossed points and papers for writing given by the teacher. Then, dictionaries were actually not available; learners develop their own copy-book like dictionary from what their teacher dictates at the last ten minutes of each session.

It was also revealed that there was a positive effect in the classroom. Learners were highly participating, enjoying their teacher's humour and enthusiasm. They are attentive for everything, even when the teacher tends to make mistakes they correct him; also, they interact in most of the time with each other creating collaboration.

As far as the skills are involved, the observer has witnessed that listening and writing were highly used all the time as primary skills; and since timing is very short, reading and speaking were nearly absent; bearing in mind that Braille writing takes longer time than the normal writing. The following pie-chart illustrates this idea.

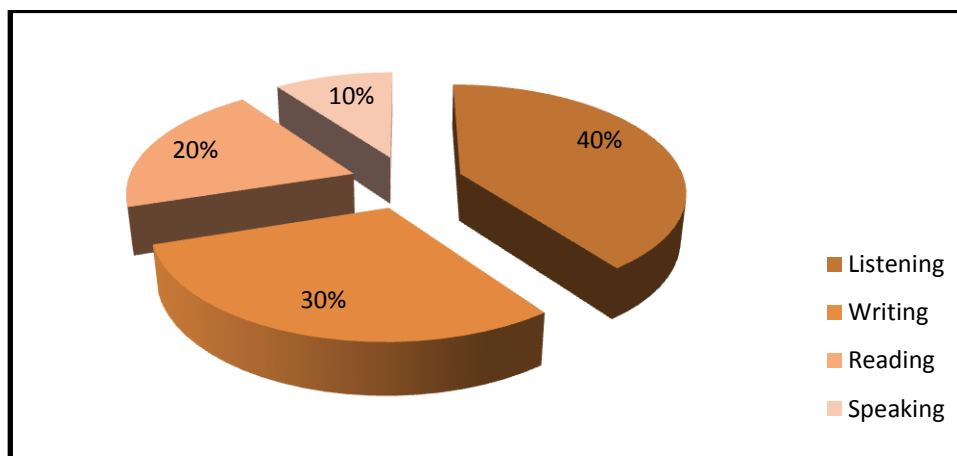


Figure 3.2. Skills Involved

All in all, the classroom observation results showed that the teacher is assistive to his learners; he provides them with special care and appropriate experiences that build relationships among all pupils in class. Besides, learners rely

on the listening and writing for their learning process, they seem attentive and responsive to their teacher's instruction.

Despite the fact that, observing one teacher during a limited period of time may not be seen as sufficient to claim for setting the findings in a broader context. This does not deny the fact that classroom observation has presented a great help for the researcher to have at least an idea about special education in real context. In addition to this, and because the researcher is aware of the necessity to get more in-depth which the special education teachers may reveal, administering an interview is of paramount importance, too. In the next section, the investigator will deal with the analysis of teacher's interview in more details.

3.2.2. Teacher's Interview Result

Besides classroom observation, an interview consisted of 10 questions from different types was conducted for teacher. In what follows a detailed qualitative analysis and interpretation of the answers is carried out.

Question 01: How long have you been teaching English in special education?

The visually-impaired teacher declared that he has been teaching English in special classes for more than 10 years, besides 2 years in regular school. He added that it was a nice experience in being with ordinary pupils; however, since he is blind, he found many difficulties in teaching them, especially when correcting their tests and exams sheets.

Question 02: Have you ever received any training in special education?

Normally, any teacher wanting to be specialized should attend training sessions that qualifies him/her to meet the needs of his/her VI learners, but since he born blind and studied in a specialized school, the teacher stated that he was well prepared for such job.

Question 03: Do you have an idea about how the training is going (the duration, program, activities... etc)?

Regarding this open question, the teacher claimed that training may take two or three years where teachers learn Braille basics and assistive techniques; they often pass stages of teaching particular cases in order to get experience and be familiar with these situations.

Question 04: What do you think of teaching English for VI learners?

This question aimed at knowing about how teacher see the learning of a second language for learners who receive information through listening only. Answers revealed that learning first or a second language for persons with partial or total loss of vision is a challenge itself because they are limited in terms of time, dictionaries and books; bearing in mind that one hour per week is not enough to develop the baggage of a new language. Also, learners have to practise more outside classroom, for an effective language use; taking the Algerian family, however, most of parents are not familiar with English, so how could the pupil or student get help?

Question 05: What are the techniques you use in teaching VI learners and why?

Concerning techniques he uses for instruction, the teacher relied on reading, listening and insisted on assessing. He added that as a blind teacher, he cannot read their body language to see whether they got information or not, so as an alternative he is obliged to ask each learner twice, if one may say, during the whole course, besides testing them to see their learning progress.

Question 06: Among these techniques, which one is the most helpful, useful and effective for learning?

The teacher asserted that learners with visual impairment respond positively to listening, reading, and guided activities. But, for second language learners they are supposed to deal with the four skills to develop them equally.

Question 07: What are the main difficulties you face when teaching them?

The interviewee mentioned that the basic problem he and all special education teachers face is timing, because Braille writing takes longer time and accessing to all pupils as assistant may take the whole session. Another problem is attention: he said that the major interest of children is to play and enjoy with each other so they spend all the time joking and laughing. Furthermore, the lack of dictionaries makes me do the job of translation in the time allotted for lessons.

Question 08: Do you provide any kind of assessment to investigate these problems?

Based on what the teacher provided, it appeared that he uses both formal and informal assessments besides the programmed formative and summative ones. Therefore, for the sake of evaluating himself as a teacher he uses brainstorming questions and observation; and for evaluating his learners' attention and comprehension he often prepares activities for them. Additionally, homework, tests and exams which form their competencies and evaluate their progress are inserted all the time.

Question 09: Are there any suggestions you see appropriate to facilitate these difficulties?

The interviewee as the only teacher for the four classes of middle school said that if he found another English teacher, he may suggest to administration an extra hour for the English language session. He also suggested providing more audio books and Braille dictionaries.

Question 10: Do ordinary teachers from high school or university get help from you in typing or reading Braille papers of their VI learners?

Teacher said that some learners who passed to high school are still in touch with me, they always ask for help and guidance. Teachers on contrary don't come here at all, he claimed that since he started teaching in this school, only two teachers were coming from time to time for Braille reading and writing.

Question 11: Do you think that ordinary teachers in high school and university need training, instruction or assistance to teach VI learners? Why and how would it be?

According to the informant, it is impossible for teachers to attend training, because the number of VI learners is very small. However, in case of having a student with visual impairment, the teacher has to get in touch with the centre; they can provide them with audio books, print their lessons and exams sheets, and give information about the learner's characteristics and pieces of advice. He considered such assistance the least of things we can help our VI students with to overcome their disability.

3.2.3. Learners' Interview Results

Most of our VI pupils under investigation admitted that English is their favourite language, they enjoy learning it as well as they want to be native-like speakers of it. Based on their answers, it can be concluded that they enjoy their teacher's way of teaching and the only problem they face is the limited time.

3.3. Results Analysis and Interpretation of the second case study

The second case study was tackled with a VI student from 2nd year LMD, again, data was qualitatively analysed.

3.3.1. Classrooms Observation Results

The major interest of classroom observation was an exploration into difficulties facing our Algerian teachers when teaching VI persons in ordinary classes, and the way they treat them. Such method may add extra information besides the interview designed for them.

As mentioned earlier, when attending the first two sessions the researcher as a non-participant observer noticed that teachers over care about the VI student, because she already presented the purposes of the research. The fear of collecting an unreliable data leads the researcher to attend with another teacher as a participant

observer without declaring about the topic of the research. It was, mainly, nine (09) hours of observation of afternoon sessions with oral expression teacher.

The following table is an attempt to cover the preliminary data which has been gathered from classroom observation. This has been undertaken with close reference to teacher, VI student and her colleagues

Table 3.3. Preliminary Data Derived from Classroom Observation

Elements being Observed	The Observation
Teacher	<ul style="list-style-type: none"> ▪ Explains the lesson in a normal way, without any additional clarifications for her VI student. ▪ She uses the board, printed exercises without providing a Braille copy of them. ▪ No interaction at all
VI Student	<ul style="list-style-type: none"> ▪ Where a blind student is supposed to sit in front of the teacher for a better listening and to pay more attention, our VI student prefers to sit at the back with her friend. ▪ The student spends most of the time writing the printed lessons and exercises that her friend dictates for her, yet this affect on both students' attention and participation.
Other Students	<ul style="list-style-type: none"> ▪ When presenting an oral task, students often use the board, and thus our VI student is absent from such activities

The collected data from classroom observation reveal that the relationship between the teacher and the visually-impaired student is totally absent, as it reflects a negative effect on learning process. Teacher interacts with all students naturally, uses board and sometimes uses visual aids materials; when presenting printed exercises, she often ask the VI student's partner to dictate for her, the time they are supposed to think of an answer, our visually-impaired student and her colleague

spend it dictating/writing and the time others are participating and answering, they spend it thinking of answers: being then late by a step when comparing their learning process with their peers one. Moreover, the learner as a blind person focuses on listening as a primary skill; however, being at the back and with the noise one may not be attentive at all. Here, the least of things, the teacher as a guide has to provide is silent as she explains, or invite the visually-impaired student to be nearer enough.

All along the nine observed hours, and though it was an oral expression sessions, neither participation nor interaction was present with the blind student. Teacher and other students were interacting in a normal way, if the teacher didn't involve the blind student in speech, however, she won't make the effort to do so; yet, it appeared that she is demotivated. In looking for reasons, one may suggest that either the student:

- Doesn't pay attention.
- Cannot speak English and that's why she remains listening.
- Has a psychological problem such as shyness, the fear of talking in groups which then increases her anxiety and prevents her from participating.
- Has a difficulty in listening.
- May have cognitive problems.

Or the teacher lacks knowledge and experience of specialised education which stand as a serious obstacle that limits the relationship between the teacher and his learner. All in all, it remains just an observation that may consist of bias, so for confirmation, the researcher developed a semi-structured interview with the observed teacher that will be analysed in the next part.

3.3.2. Teachers' Interview Results

This interview aims at investigating teacher's view about the teaching of VI students in ordinary classes. It was addressed to the observed teacher. In the following each question will be analysed and discussed separately.

Question 01: How many cases of Visually-impaired learners have you experienced?

In using her words, teacher said: *“it is the first time in my life I have among my students a blind person”*

Question 02: How do you think of teaching English for VI learners in ordinary classes (high school and university)?

The informant views teaching English for VI persons in secondary schools as a difficult task the teacher can handle since he/she may not be qualified to meet the needs of that handicap person. Then at the tertiary level, it is the responsibility of student to face difficulties he/she will face since he chose such specialty.

Question 03: What are the techniques you use in teaching VI learners? and why?

The interviewee stated that no specific techniques are used for our case; consequently the 4th question was cancelled.

Question 05: What are the main difficulties you face when teaching your VI student?

Our teacher under investigation presented two difficulties she faces with her VI student, they are listed in the following using her words:

1. *“In exam, I couldn’t correct her sheet, and I don’t have enough time to find extra time to take her answers”*
2. *“She doesn’t participate in oral activities... I can’t read what’s in her mind, I can’t understand her!”*

Question 06: Do you provide any kind of assessment to investigate these problems?

What can be inferred from interviewee’s gesture is that no assessment is provided.

Question 07: Are there any suggestions you see appropriate to facilitate these difficulties?

Teacher suggested that her student should be motivated more in classroom, adding that as a university student and a foreign language learner, she is supposed to reinforce her presence and challenge her disability, as she expressed: *“I can’t invite her to participate each time, she is supposed to show me she is interested”*

Question 08: Do you think that ordinary teachers need training, instruction or assistance to teach VI learners? Why and how would it be?

Teacher’s response shows that having a case of visually-impaired learner in a class happens rarely, so she disagrees with the idea of training teachers. Yet, one may get help from a specialized teacher.

3.3.3. Learner’s Interview Results

Results obtained from the student’s interview state that she regrets from choosing to study English in tertiary level. She asserts that there are many difficulties encounter her learning process; they are mentioned in the following under her expressions:

- *“Some teachers use data show, how can I take notes as my friends do?”*
- *“Lessons are available on written forms only, I take a copy but I don’t find who read it for me”*
- *“when there is noise in classroom, I can’t hear the teacher”*
- *“I don’t have English dictionary, can you imagine that I don’t check words!”*
- *“For some modules like Linguistics, Literature I need to read books I can’t read them, and my friend is not with me all the time to read for me”*

3.4. Discussion of the Main Results

Considering the achieved results, the current section is an attempt to summarise and draw conclusions to the collective case studies under investigation. The main goal of the first case that was tackled in the centre of blind persons was about getting some hints of how teaching is undergone in special education classes; it was, in fact, the data obtained from it that helped the researcher to start her

investigation of the second “main” case tackled with a of VI student in ordinary class. The latter aimed at how teachers in ordinary classes treat visually-impaired persons in addition to the difficulties they encounter. Therefore, for the sake of developing a credible piece of research, two instruments were employed for the three aforementioned research questions. In the light of the results, the hypothesis of each research question will be either confirmed or rejected.

The first research question was intended to explore the pedagogical difficulties English language teachers confront in teaching VI students. Analysis of observation and interviews has shown that, indeed, there exist many difficulties can be reported as follows:

- ✓ Teachers are not familiar with the Braille writing form and accordingly they find difficulties in correction and printing lessons for them
- ✓ They often don't have enough experience with person with special needs.
- ✓ Learners lack essential materials such as dictionaries, Braille writers.
- ✓ Time allotted is not enough.

Thus, the hypothesis was partially valid because other problems appeared.

Regarding the second question which seeks for any specific techniques used for VI learners inside a regular classroom, one may infer that VI students relies on listening only and what they write by themselves while teachers don't make any extra efforts for their handicap learners. Consequently, the second hypothesis was confirmed.

To answer the third question which was designed to probe to which extend learners respond to teachers' way of teaching, the researcher proposed that VI learners respond negatively towards their teachers' instruction. According to the analyzed data, it appeared that student incorporated in mainstreams respond negatively to the teaching they receive and thus the third hypothesis was validated.

It can be said, then, education of a person with a special need is a complex process, and including this person in class with regular people may increase the amount of problems that may break the relationship between the teacher and his/her student as it reflects on the learning process.

3.5. Pedagogical Implications and recommendations

In this last section of the current research, and for the sake of helping people with partial or total loss of vision along with regular persons in classroom, some pedagogical implications spring to mind. This is, in fact, an attempt to suggest some solutions to overcome the above mentioned problems and add to novice researchers on the field of special education some useful hints that may help them, and our learners to challenge their disability.

3.5.1. Recommendations for teachers

Dealing with a visually-impaired student in the classroom might be a new experience for the regular classroom teacher. He/she may have many questions and fears about having to educate a person who cannot see. Therefore special education teachers have to provide answers, guidance and often pieces of advice for him/her and the students in the class feel comfortable in classroom. Listed below are some questions (proposed by Horton & Keller 1988:16-21) the classroom teacher might ask:

- Where the student is supposed to sit?

Where the learner sits in classroom depends on how much he can see. As a general rule, the VI person should sit in front of classroom so he can listen to teacher's demonstration or see the board for some. As for learners with residual vision, they will be able to see well if they are in direct light, others may be sensitive to light and may prefer in a seat that is not near a window. At this level, special education teacher can provide more suggestions about where a VI person should sit.

- How will the student read and write?

Depending on the degree of the remaining vision, the learner may read large prints if he has a Mild or Moderate VI, having a Severe VI enables the person to read Braille form only. At this point, if the book wasn't in Braille, either special education teacher or another student read it to him/her. Another way to increase the amount of reading material available to the visually-impaired student is to record books.

- How can I check the child's homework if I cannot read Braille?

Concerning homework assignments, special education teacher may help in decoding the learner's Braille homework or one may have the student to read out loud.

- How will the child know that I am talking to him?

Calling the student by his/her name enables them knowing that the teacher is talking to them, this may recall their attention as they remain attentive always.

- How will the student read what I write on the board?

Teacher may read aloud what he is writing or ask colleague sitting next to VI student to read for him in a low voice so as not to disturb others. If the teacher knows in advance what he/she is going to write on the board next time, he/she may ask special education teacher to provide a Braille copy. Also, if the student has some remaining vision, he can be allowed to walk to the board and read the written text.

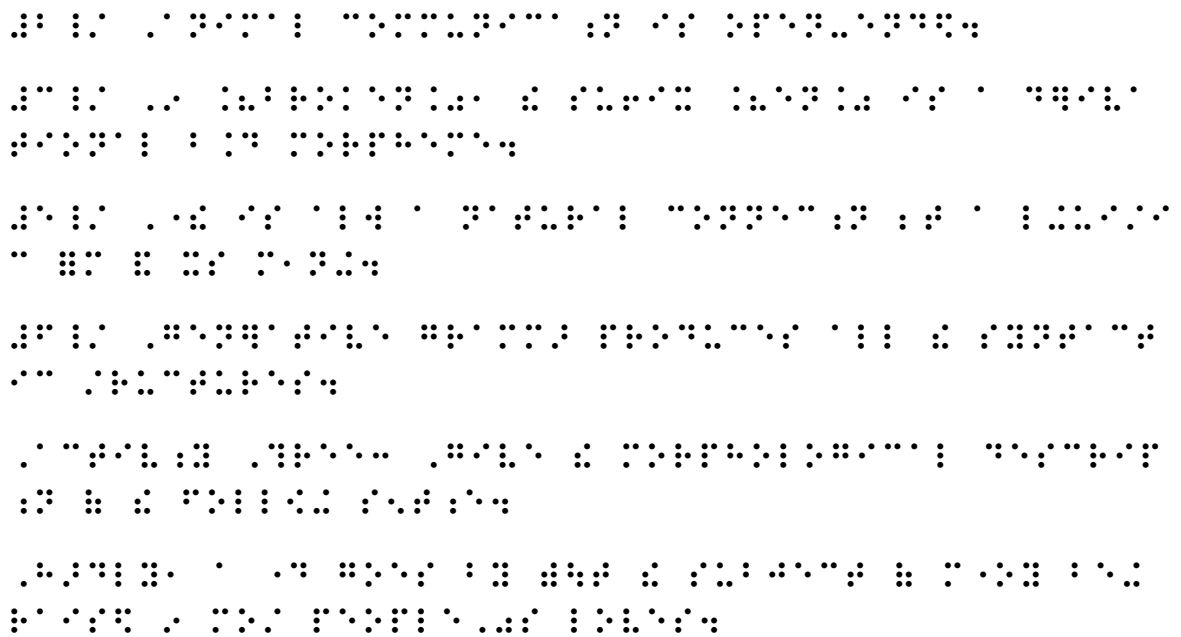
- How will the child take test and exam?

Questions of test/exam should be given to the specialized teacher before the day of exam so that he provides a Braille copy of it. If this wasn't possible teacher can read questions for student.

- What does special education teacher do? How often will he/she help me?

The role of the special education teacher is to provide support services, he/she may help with materials, supplies and ideas as well as provide assistance with any remedial work the child may need.

Another useful solution for teachers to present the written lessons, exercises and exams papers is translating the written passage in the Braille translator i.e., it is a web browser that translates from English alphabets to Braille ones (<https://www.branah.com/braille-translator>); the teacher can choose the grade upon which he would translate either grade 01 or grade 02 that provides contraction. Then the translated sheet can be presented to the centre of blinds where they print it in their braille. This can make the task easier for teachers as well as learner to be even up to date with his/her sighted peers. In the following are some examples of translating exam papers.



Choose one of the following topics:

1. In the 18th century, industrial production in Britain developed at a rate said to be revolutionary. New methods of working and new machines turned Britain into an industrial power. However, unemployment and poverty became flagrant resulting in radical agitations to demand political power and reforms. Discuss.

2. Text Commentary:

Three and half millions have quietly, orderly, soberly, peaceably but firmly asked for their rulers to do justice; and their rulers have turned deaf ears to that protest. Three and a half of people have asked permission to detail their wrongs, and enforce their claims for RIGHT, and the ‘House’ has resolved they should not be heard! Three and hal millions of the slave-class have holden out the olive branch of peace to the enfranchised and privileged classes and sought for a firm and compact union, on the principle od EQUALITY BEFORE THE LAW; and the enfranchised and privileged have refused to enter into a treaty! The same class is to be a slave class

Teachers may also provide formal/ informal assessments for the VI student, approaching with that to the student's needs and evaluate the teaching process.

3.5.2. Recommendation for VI learners

VI Learners who are incorporated in regular classes must keep in touch with the special teachers as they may help them in reading and print lesson for them.

3.5.3 Recommendations for Ordinary Students.

As university students we all read book, articles and often conduct extended essays. It would be then beneficial for a person with visual loss if we read these books and thesis out loud for them. If someone cannot assist with that blind person, he/she can record some pages for them, bearing in mind that as foreign language learners they need dictionaries and further researching.

3.6. Conclusion

As far as this final chapter is concerned, the researcher has attempted to analyse the investigated multiple case studies separately, and then discussed the results of each case individually; putting away with such strategy any kind of comparison. Moreover, the hypotheses proposed for the aforementioned research questions were checked to be validated or rejected; hence, the three research questions have been confirmed. Finally, the researcher provided some useful, hopefully, recommendations that may help novice teachers on the field of special

education and even students to better cope with the requirements of the target situation.

GENERAL

CONCLUSION

General Conclusion

For the sake of bridging the existing gap actually noticed between the needs of non-specialized teachers, and the requirements of visually-impaired learners, this research work opted for an exploratory analysis into a set of problems and difficulties our language teachers are encountering while educating persons with special needs. This has been handled as a multiple case studies across the two different contexts under investigation: special education centre built for VI persons and Abou Bakr Belkaid University.

This fact has been one of the motives for conducting a preliminary research, focalizing on the teaching complexity of persons with special needs, relying with such research on teacher-centered approach. Indeed, in these collective case studies two issues were proposed by the researcher to explore those teaching techniques with another 3rd question developed for learners to see the validity and reliability of these techniques.

Thus, in order to answer the previously mentioned questions, the following hypotheses were formulated and tested: teachers dealing with VI persons found difficulties since they don't have enough experience and assistive techniques; they rely on their speech only, and often find it hard to make the student pay attention.

This extended essay compromises three main chapters. The first chapter is devoted to exploring the world of visual impairment. Such a general description has been theoretically supported by the different definitions of key-concepts. Then, the second chapter provided an idea about ELT situation in Algeria, besides a hint about how special education is going in Algeria. Also, research designed tackled and instrumentations were further explained. As for the third chapter, it included the analysis and researcher's interpretations about the obtained data as well as highlighting some recommendations for the problems appeared.

Regarding the results, it was revealed that teachers in ordinary classes face serious problems with cases of VI persons, and then the lack of special

education knowledge limited their way of teaching to be near normal instruction for sighted students. Additionally, data collected from learners' interviews showed that it is the way of teaching that affects the learning process; for special education class on one hand, learners are satisfied with the assistance they receive. For an ordinary class, on the other hand even learners face many difficulties and thus, he/she responds in a negative way.

As far as the recommendations suggested, it is of principal importance to mention that these proposed recommendations cannot be considered effective if they remain only theoretical. Practise then is almost needed.

To conclude, the field of special education is very vast, it is hoped that other studies will be conducted on such category and provide some helpful simplifications for both teachers and learners. Future studies may focalise on the learner-centred and study their learning process.



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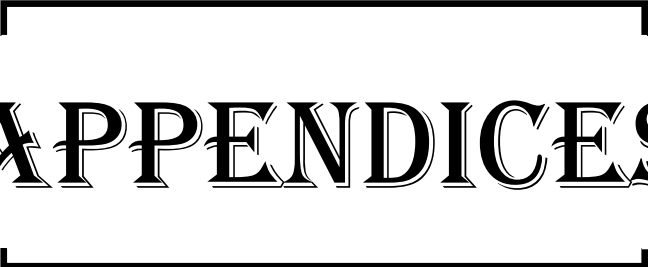
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6. Translator:

- Braille Translator

<https://www.branah.com/braille-translator>



APPENDICES

Appendix A Braille Writer Types

Appendix B TALOS Observation Schemes

Appendix C Teachers' Interview

Appendix C1 Special Education Teacher's Interview

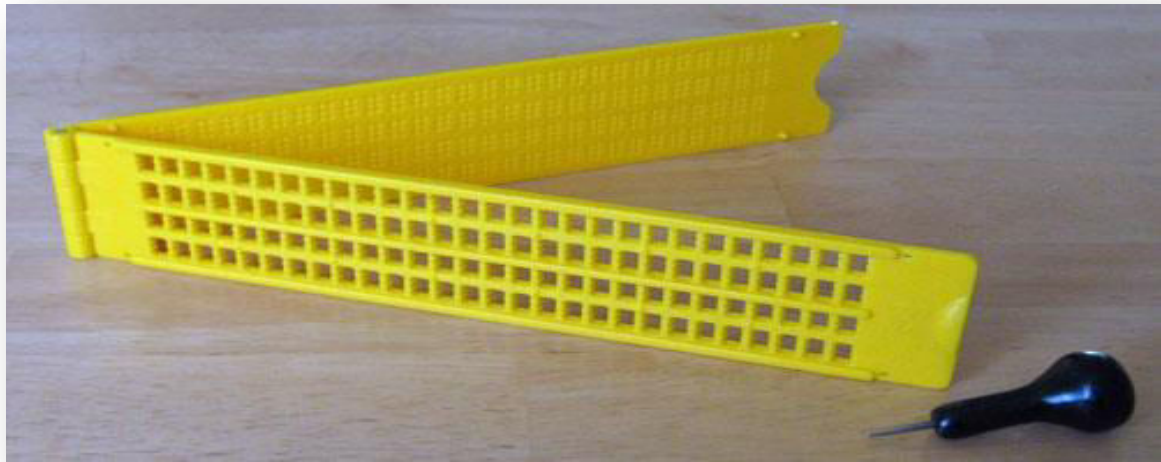
Appendix C2 Ordinary Teacher's Interview

Appendix D Learners' Interview

Appendix D1 Pupils' Interview

Appendix D2 Student's Interview

Appendix E Contracted Braille



1. The slate and Stylus.



2. The Brailier



3. The Braille Notetaker.

Appendix B1 TALOS Observation Scheme: General Information

- 1. Observer :**
- 2. Date :**
- 3. School :**
- 4. Name of English Teacher :**
- 5. Grade :**
- 6. Observation : 1st 2nd 3rd**
- 7. Lesson start :**
- 8. Lesson End :**
- 9. English Room :**

TALOS Observation Scheme																									
Teaching Act L2												Who Student													
drill	narrate	explain	discuss	compare	answer	meta comments & questions	cognitive questions	low level questions	correct	reinforce	discipline	L Use		To Whom		What Type of Utterance					Type of Questions			L Use	
												L1	L2	large	small	sound	word	sentence	extended discourse	response	meta comments & questions	cognitive Q	low Q	Routine Q	L1

The High Inference TALOS	Extremely Low	Low	Fair	High	Extremely High
Teacher					
Use L1					
Use L2					
Teacher talk time					
Clarify					
Initiate problem solving					
Personalized Q & comments					
Correction					
Gestures					
Humour					
Enthusiasm					
Students					
Use of L1 on task					
Use of L2 on task					
Student talk time on task					
Comprehension					
Attention					
Participation					
Personalized Q & comments					
Positive effect					
Negative effect					
S to S interaction on task					
Program					
Listening skill focus					
Speaking skill focus					
Reading skill focus					
Writing skill focus					
Materials					
Textbooks					
Dictionaries					
Slate and Stylus					
Papers					

Appendix C1 Special Education Teacher's Interview

Dear teacher,

I am, at present, working on a research paper about the teaching of English for Visual Impaired learners. I would be very grateful if you answer to help me in my research for Master degree in Language Studies.

- How long have you been teaching English in special education?
- Have you ever received any training in special education?
- Do you have an idea about how the training is going (the duration, program, activities... etc)?
- How do you think of teaching English for VI learners?
- What are the techniques you use in teaching VI learners? and why?
- Among these techniques, which one is the most helpful, useful and effective for learning?
- What are the main difficulties you face when teaching your VI student?
- Do you provide any kind of assessment to investigate these problems?
- Are there any suggestions you see appropriate to facilitate these difficulties?
- Do ordinary teachers from high school or university get help from you in typing or reading Braille papers of their VI learners?
- Do you think that ordinary teachers in high school and university need training, instruction or assistance to teach VI learners? Why and how would it be?

Thank you for your collaboration 😊

Appendix C2 Ordinary Teacher's Interview

Dear teacher,

I am, at present, working on a research paper about the teaching of English for Visual Impaired learners in Tlemcen University. I would be very grateful if you answer to help me in my research for Master degree in Language Studies.

- How many cases of Visually Impaired learners have you experienced?
- How do you think of teaching English for VI learners in ordinary classes (high school and university)?
- What are the techniques you use in teaching VI learners? and why?
- Among these techniques, which one is the most helpful, useful and effective for learning such cases?
- What are the main difficulties you face when teaching them?
- Do you provide any kind of assessment to investigate these problems and the learner's performance?
- Are there any suggestions you see appropriate to facilitate these difficulties?
- Do you think that ordinary teachers need training, instruction or assistance to teach VI learners? Why and how would it be?

Thank you for your collaboration 😊

Appendix D1 Pupils' Interview

- كيفاش النظر ناعك؟
- كيفاش يجيك تعلم اللغة الانجليزية؟
- واش هي الصعوبات اللي تلقاها في تعلم اللغة الانجليزية؟
- كي يكون الاستاذ يشرح, واش هي الصعوبات اللي تلقاها؟
- و ماذا عن الفهم و السمع؟
- واش يكفيكم الوقت للكتابة ؟
- كيفاش تشوف طريقة الاستاذ في الشرح؟ و واش كافية؟
- اسئلة لي يطرحها الاستاذ, واش تستفادو منها؟ واش ينبهكم بيها؟

Appendix D2 Student's Interview

- How do you see ?
- How do you see the English language?
- What are the difficulties you face in learning English?
- When the teacher is explaining, what are the difficulties you face?
- What about comprehension and listening?
- Do you find timing enough to write, listen and participate with others?
- Do you think that the way the teacher uses in teaching suits you? Is it enough or there are some missing parts?



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<p>1 2 3 4 5 6 7 8 9 0 a b c d e f g h i j k l m n o p q r s t u v x y z w</p>	<p>A</p> <p>about ab above abv according ac across acr after af afternoon afn afterward afw again ag against ag: ally y almost alm already alr also al although al: altogether alt always alw ance e and ar as z ation n</p> <p>B</p> <p>bb be or be because c before f behind h below l beneath n beside s between t beyond y ble blind bl braille brl but b by : C</p> <p>can c cannot :c cc ch character : child children n</p>	<p>com con conceive :cv conceiving :cvg could cd</p> <p>D</p> <p>day d dd deceive dc deceiving dcvg declare dcl declaring dclg dis do d</p> <p>E</p> <p>ea ed either ei en ence e enough er ever e every e</p> <p>F</p> <p>father f ff first f: for friend fr from f ful l</p> <p>G</p> <p>gg gh go g good gd great grt</p> <p>H</p> <p>had :h have h here :h herself h:f him hm</p>	<p>himself hmf his : I</p> <p>immediate imm in ing into : it x its xs itself xf ity y</p> <p>J</p> <p>just j</p> <p>K</p> <p>know :k knowledge k</p> <p>L</p> <p>less :s letter lr like l little ll lord l</p> <p>M</p> <p>many :m ment :t more m mother :m much m: must m: myself myf</p> <p>N</p> <p>name :n necessary nec neither nei ness :s not n</p> <p>O</p> <p>o'clock o:c of one :o oneself :of ong :g ou ought : ound :d ount :t ourselves :rvs out ow</p> <p>P</p> <p>paid pd part :p people p perceive p:c</p>	<p>perceiving p:cvg perhaps p:h Q</p> <p>question :q quick qk quite q</p> <p>R</p> <p>rather r receive rcv receiving rcvg rejoice rjc rejoicing rjcg right :r</p> <p>S</p> <p>said sd sh shall should :d sion :n so s some :s spirit :s st still such s:</p> <p>T</p> <p>th that t the their : themselves :mvs there : these : this those : through : thymself :yf time :t tion :n to : today td together tgr tomorrow tm tonight tn</p> <p>U</p> <p>under :u upon :u us u</p> <p>V</p> <p>very v</p> <p>W</p> <p>was : were : wh where ::</p>	<p>Y</p> <p>you y young :y your yr yourself yrf yourselves yrvs</p> <p>Punctuation and Composition Signs</p> <p>apostrophe : asterisk : brackets [] : capital, single : capital, double : colon : comma : dash : decimal point : dollar : ellipsis : exclamation : hyphen : italics, single : italics, double : letter sign : number sign : parenthesis () : period : question mark : quote, double : quote, single : semicolon : slash mark ::</p> <p>Underlined word does not touch other letters.</p> <p>letter or letters</p> <p>word or words.</p> <p>© 2011 Duxbury Systems, Inc. 270 Littleton Road #6 Westford MA 01886 USA +1-978-692-3000 www.duxburysystems.com info@duxsys.com</p> <p>Chart Title: 2011 BANA, v5</p> <p>Statement of limitations and chart pdfs at our web site.</p>
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