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**Faculty of Letters and Languages**

**Department of Foreign Languages**

**Section of English**



**An Evaluation of the Situation of Special Needs  
Students in the Division of English at Mohamed  
Khider University of Biskra**

**Dissertation submitted to the Department of Foreign Languages as a  
partial Fulfilment of the requirements for the Degree of Master in Sciences  
of Language**

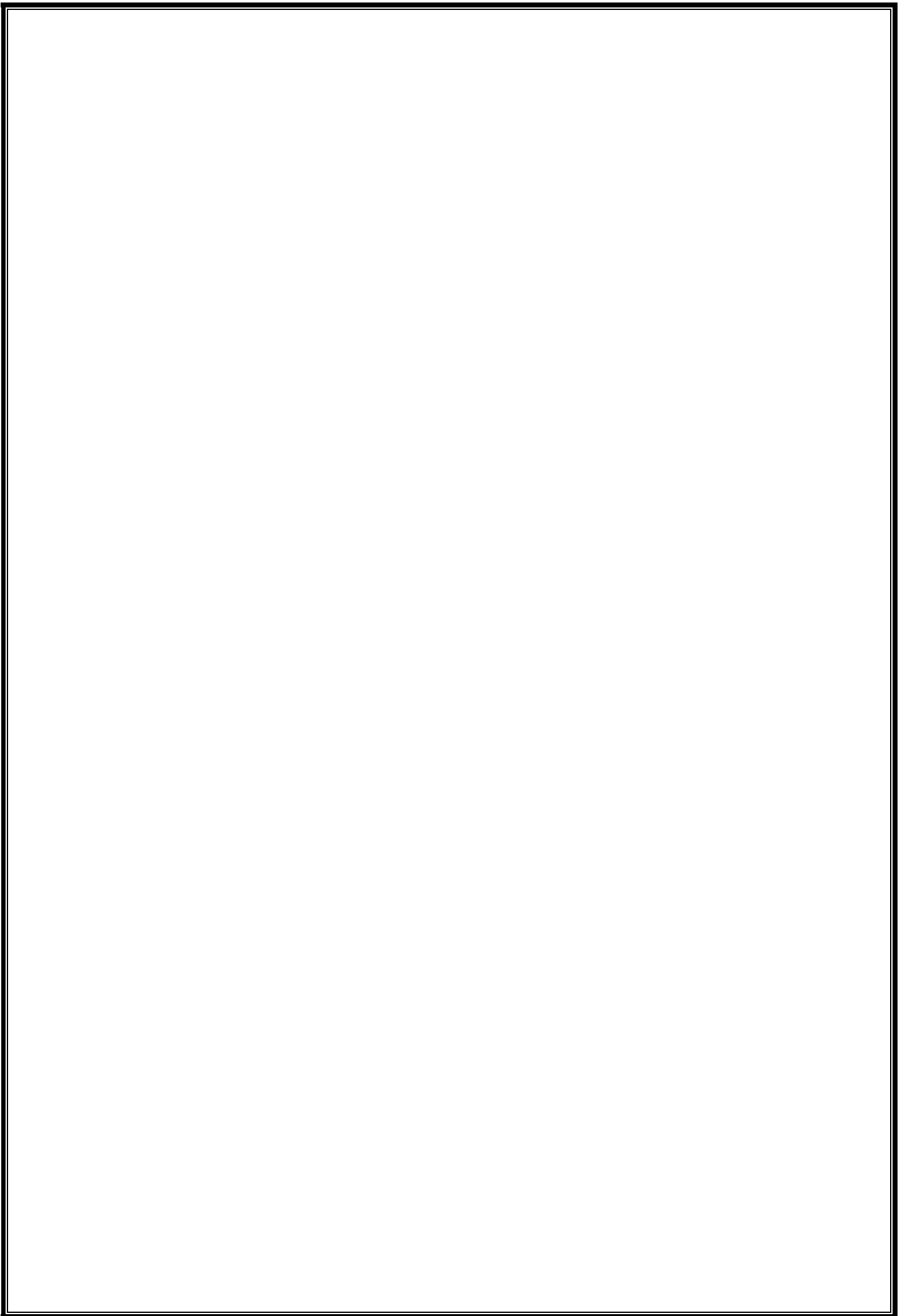
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## **Dedication**

Firstly, all praise and thanks are due to Allah, the lord of humankind and all exists, for his blessings, and guidance at every stage of my life. Thank you Allah for granting me patience and effort to accomplish this work. I dedicate this work to

### To My Father

I dedicate my thesis to the memory of my dear father, whom I still miss every day. He would be so proud of me now. I wish he were with me to celebrate his daughter success.

### To my Mother

I dedicate this work to the gentle soul who taught me to trust in Allah, believe in myself, and work hard. For my sweet and lovely mother for making me be who I am. My mother whose affection, love, encouragement, and prayers of days and nights that make me able to get such success and honor. It is her unconditional love that motivates me to accomplish this thesis.

I am very happy to dedicate this work to my lovely sister “Manal” who was always with me to give support and encouragement. To my dear brother “Aimen” for his love, friendship, and humor. For my brother in law “Rachid” for being so kind with me.

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I am very pleased by the support of every one who knows me. I really appreciate their encouragement and motivation.

## **Abstract**

This study aimed to investigate the situation of special needs students in the division of English at Mohamed Khider University. The term special needs students is a term used to describe individuals who require a special assistance for disabilities that may be medical, psychological, and physical. This category of students refers to special needs within an educational context; they may need a special educational system such as special classes, where they can receive an appropriate knowledge and use special materials. One of the main systems that is provided to those students is special education, which is designed to fit their needs. As a universal case, individuals with disabilities have rights as normal people where they can practice their duties and have their rights. The needs of Disabled students are vary from the needs of normal students; students with disabilities face more challenges in their life; these obstacles prevent them from achieving their dreams and goals. To collect the data for this work we chose the questionnaire and interview as tools, the questionnaire was administrated to the teachers of English, however, the interviews that contain three parts and each part contains a group of questions, were administrated for students with disabilities. The findings of the questionnaires and interviews confirmed that some teachers are doing their best to help these students by providing some solutions to their educational problems; furthermore, we realize that both teachers and students are aware of the problems special needs students face during their journey of education at university.

## **List of abbreviations and acronyms**

- CRC: convention on the Rights of Child
- CWD: children with disabilities
- DS: disabled students
- ED: educational Discrimination
- EI: educational integration
- FL: foreign language
- GE: general education
- IDEA: the Individuals with Disabilities Education Act
- IE: inclusive education
- LBLA: language based-learning ability
- LL: language learning
- PI: physical impairment
- SE: special education
- SEN: special education needs
- SNS: special needs students
- VI: visual impairment

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# General introduction

# Introduction

According to the yearbook of UNISCO, The number of Arab world population is about 250 million; and if we take the minimum number of disability according to international estimates, The total number of people with disabilities in the Arab countries up to about seven and a half million; studies have shown that more than half of disabled persons registered under the age of 15, and about two-thirds of the registered disabled who are under the age of 20, and more than 71% of individuals with special needs are illiterate. Moreover, some of them cannot receive any type of medical or educational services; in addition to the lack of integration into the community in a way that respects their needs. The issues of special needs especially for students, requires both the motivation and the global mobility of all public and private sectors, since this issue is a case of the entire community. The case of students with disabilities gained importance in recent times due to the increase rate in the world. Algeria is one of the countries that seeks to provide care and services to help students with disabilities to integrate into the society and to give them equal opportunities as normal students; Algeria has signed several international conventions, starting with the Universal Declaration on the disabled child in 1981. Due to the large number of disabilities, Algeria has developed a whole Ministry which is interested in this category that is the National Solidarity.

## 1. Statement of the problem

Disabled students face many obstacles during their study that reflect on them in a negative way, that is why the Algerian government gave a great importance to protect this category of people and try to improve their situation. In this research, we will try to evaluate the situation of the students with disabilities in the English Division at Mohamed Khider University, and try to suggest solutions that can help them during their learning carrier.

Furthermore to help them to interact with normal people to express their ideas and show their abilities.

## **2. Significance of the study**

This research is very important because through it we will help to enrich the social research field; this is by giving new information and by focusing on this category of students who need a special care. Moreover it is necessary to study the case of disabilities to see how appropriate the educational curricula for those students, and how effective are the government programs addressed to them. In addition to that, this research is important to show and give evidence to the community of what this category of students can do, and what can they achieve if they get the appropriate chance.

## **3. Aims**

This study highlights the category of exceptional individuals (students) with special needs in our society specially university, and aims to find solutions that would meet the needs of students with disabilities; it also aims to give equal opportunities and encourage them to engage and participate in the normal world like any normal members of the society. Moreover, it highlights the importance and the need to improve the educational programs and study atmosphere.

## **4. Research Questions**

The study will attempt to answer some research questions that are:

**1:** What is the situation of special needs students in the division of foreign languages at Mohamed Kheider University?

**2:** How appropriate are the educational curricula to special needs students?



**3:** What solutions can be suggested to make a better education for them?

## **5. Research Hypothesis**

In this research, it is hypothesized that:

**1:** Disabled individuals face many problems at Mohamed Khieder University that affect their educational career, and prevent them from showing their unlimited abilities.

**2:** the educational curriculum should meet the needs of disabled students, from educational atmosphere to the appropriate materials.

**3:** it is necessary to create a special area for handicapped students, and involve them with normal students; also offer a big support by the teachers and interact with them.

## **6. Methodology**

In this research, we will depend on the Qualitative methodology, which deals with quality and it facilitates the process of the research. Qualitative research is more helpful to our study, because we will be dealing with data that are impossible to quantify in numbers such as attitudes, opinions, behaviors, decisions...etc. it also helps us understand their situation and access to a large amount of data.

## **7. Research Tools**

In order to collect information for our study we need to adopt certain tools, there are many tools but not all of them are suitable for this research. The tools which we will work with in this study are Interview and Questionnaire.

**First:** the interview as a conversation where questions are asked will be with some special needs students to know their opinion about their situation at university.

**Second:** the questionnaire is necessary to obtain data about disabled students; the questionnaires will be distributed to teachers to see what they think about special needs students, and what can be done to make a good learning atmosphere for those students at Mohamed Khieder University in the division of English.

## **8. Research Limitation**

In any research we found problems that may affect our work, in this study, the biggest problem we face was translating the Arabic books to English; because as we know this process takes extra efforts and extra time, Another problem was finding the appropriate information from some books, sometimes we found a book that talks about disabled students but it does not contain the necessary information that we need.

## **9. Key terms**

- Disabled
- Handicapped
- Exceptional individuals
- Students with disabilities
- Special educational needs
- special education
- NFER: national foundation of educational research
- UNISCO: The United Nations Educational, Scientific and Cultural Organization
- Educational curriculum
- WHO: World health organization

## 10. Tentative outline

This thesis is composed of three chapters. **Chapter one**, is devoted to state the special education and its goals in helping disabled students, also the difference between general education and special education. Moreover, we will know what is meant by special needs, and discover their rights. In addition to that, we will discuss the concept of disability and its types.

**Chapter two**, sheds light on the integration of disabled students in the society and educational settings and its benefits. Moreover, we will deal with the learning difficulties, learning languages, and learning a foreign languages and the role of the university and faculty members and teachers in helping disabled students to overcome learning problems. After that, we will try to give the common obstacles that disabled students face during study. Moreover, we will try to give them some solutions that fits their needs.

Obstacles they face during the academic track since they need special study materials. We will also mention the efforts made by the university to facilitate their atmosphere and the means of study. In addition, the role of teachers and the efforts made by them for students. Moreover, we will suggest some solutions to overcome these obstacles and to improve disabled students learning.

**Chapter three**, which is the final chapter where we will show the data results obtained from the previous chapters, also display the analyses of the study data and results from the teachers questionnaires and the students interviews, moreover we will translate our information gathered from the answers obtained and our study.

## 11. Literature Review

To ensure the effective provide for the disabled and their concerns; and to ensure public and private rights as an effective element in the community. The entire legal texts that have been

released, and in particular, the law 02/09 dated 08.05.2002 relating to the protection and promotion of persons with disabilities, it came with a set of rights to protect them from any kind of exploitation from anyone in the society.

The term “disabled students “may have several definitions. According to the World Health Organization, Disability is a contested concept, with different meanings for different communities. It may be used to refer to physical or mental attributes that some institutions, particularly medicine, view as needing to be fixed (the medical model). It may refer to limitations imposed on people by the constraints of an ableist society (the social model). On the other hand, the term may serve to refer to the identity of people with disabilities.

Today special needs students face many problems because of their disability, which cannot make them able to do some activities, or achieve the goals they set. In this study we are going to highlight and evaluate their position in Algeria in general, and in at Mohamed Khieder University in specific. We will try to find some solutions to better learning process, also to give them the necessary attention they deserve as important and effective members in the society.

# Chapter one

Special education and special need students

**Chapter one:**

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## **Introduction**

Special education is one of the educational fields that have faced many challenges, until it grows and developed quickly and took a place among the various fields of science and education in countries of the world. Since recently, this field was limited to the care of some categories who are visually impaired, or who have auditory and physical disabilities. Special education designed to identify children with unusual needs (exceptional individuals) and play a role in meeting their special needs.

In this chapter, we are going to present an overview about special education, this field that have a big effect on every person in the world, we will see special education as an important topic in the field of education. In addition to that, we will try to set the main goal of special education and find out the reason of its appearance. Moreover, we will see the hierarchical organization of this field. Furthermore, in this chapter we will find out the meaning by the concept of special needs as a special category of the society. Then we will focus on disability as a concept and its types, where we will try to highlight two main categories that are physical and visual disabilities, and explain the characteristics of students with physical and visual impairment.

### **1.1 Definition of Special education**

The term special education appeared at the beginning of the second half of the twentieth century, where it seemed interest in the categories of special education, the lack of attention of this category of people considered as cultural and civilizational backwardness.

The concept of special education refers to a specialized profession based on science, research, and methods of providing services required by the needs of groups of individuals in the community these groups are different from ordinary people. Special education seeks through its various programs to help these groups to adapt to social environment in which they live, and

where the development of its energies and push them fully possible in order to achieve self-realization.

In this profession works specialists in various fields such as a general doctor, psychiatrist, man of psychometrics, psychologist, social researcher, specialist doctor in the field of physical disabilities, and rehabilitation and psychological counseling, vocational and special education teacher. Special education adopt in the provision of services on recognized science and offer programs maybe educational, psychological and social according to the needs required by each of the categories that deal with it, and among those categories visually impaired.

**El-hadidi** identified special education as:

“a set of teaching methods that include individual’s organizations and learning situation, special materials, equipment and therapeutic measures aimed at helping children with special needs in achieving sufficiently personal and academic success”.

The American Association for Mental Retardation adopted the following definition for special education:

“It is a group of specialized and educational programs designed specifically to meet the needs of individuals with disabilities, which cannot be provide by the normal classroom teacher”.

In addition to that, UNESCO defines special education as “education targeted in special classes groups, and organizations representing children especially exceptional cases”.

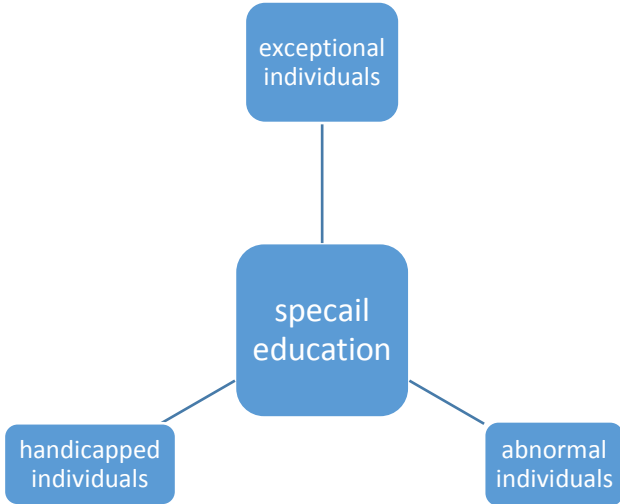
Special education as an instruction designed specially to meet the unique needs of children from birth who have disabilities. This done without any cost to the parents. Special education can include special instructions in the child’s general education classroom, in a special education



classroom, or in other settings. This definition of special education is come from the individuals with disabilities education act (IDEA).

Special education is the education of individuals who cannot afford to study in public education programs (normal), without modifications in the curricular, the means, and methods of education, taking into account the deficit circumstances of the individual. Also known that it is the sum of the organization aimed at the services provided to the disabled child, to provide suitable condition for him to grow healthy growth, and achieve its potential development to the maximum level and realize his abilities and accept them in an atmosphere of love and peace.

It should be noted that the field of special education works with three main categories, these categories are: exceptional individuals, handicapped individuals, and abnormal individuals. The first term refers to the different categories of disability as well as the gifted one, the second term refers disability categories only, the third term refers to the category of individuals whom suffering from mental or psychological diseases.



**Figure 1:** Areas Special Education covers

## **1.2 Goals and commitment of special education**

Special education aimed to:

1. Identify the category of exceptional individuals by using the appropriate measurement and diagnosis tools for each of these disabilities.
2. Respect for public rights enacted by Islam to preserve the security and stability.
3. Achieving social efficiency by adapting to society, especially concerning customs and social tradition.
4. Achieving personal efficiency and work to help people (students) to rely on themselves.
5. Detection of talent, preparation, capabilities of each child and invest all of which can be invested.
6. Determine the educational and rehabilitative needs of each child.
7. Helping build accommodative learning opportunities for children with exceptionalities in regular educational programs.
8. Provide and maintain environmental conditions in schools that are most conducive to the growth and learning of children with special needs.
9. Expand the capacity of schools to respond to the educational needs of all students.

## **1.3 The hierarchical organization of special education programs:**

### **1. Residential schools:**

In these centers, they isolate disabled student in special centers that provide residential, health, social, and educational services. These centers have emerged after World War 1, after it was in the past centers to keep away disabled children from community, to avoid their problems or to the desire of their parents to keep them away in embarrassment from the community.

## **2. special day care schools:**

These centers receive students with disabilities during the day only, it established because of the severe criticism to residential schools. In these centers, they present for the disabled children social and educational services, mostly from eight in the morning, Until three in the afternoon and then return to their homes.

## **3. Special classes within regular schools:**

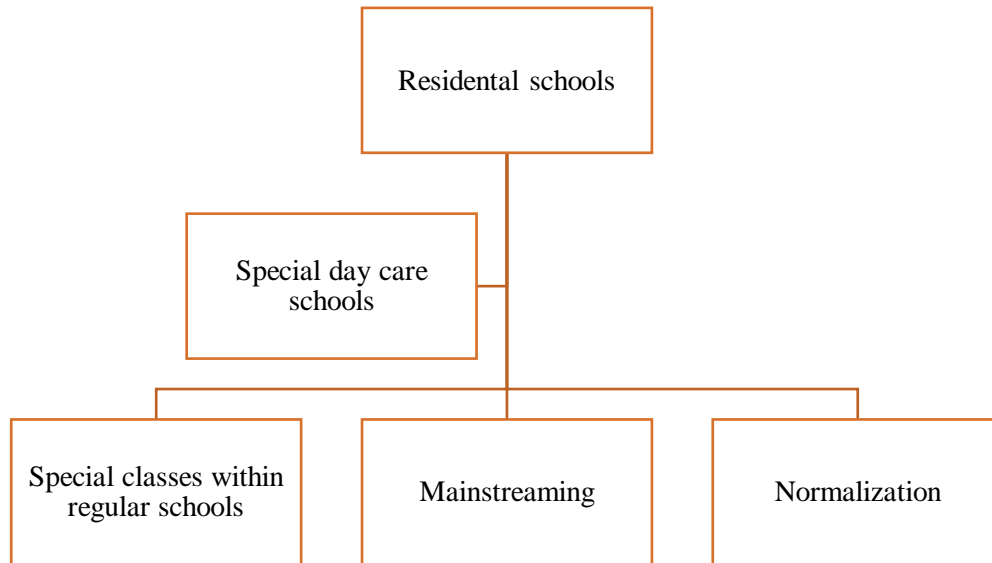
This school appeared in regular schools because of the criticism to special day care schools. They devote in these centers classes for children with attached to regular schools, they also receive a joint educational programs in regular classes at the same time ordinary schools with their classmates.

## **4. Mainstreaming:**

Mainstreaming appeared to increase the positive trends that have emerged for their disabled students; this is by the participation of the ordinary in the regular classroom. In this technique, they placed a disabled child with a normal child in some subjects for a specific time so that the child with special needs benefit from the normal child.

## **5. Normalization:**

It is an advanced stage of development of special education programs for the disabled and it works on the integration of persons with disabilities in regular social life. This Through the integration in the workplace, and provide professional opportunities for them.



**Figure 2:** The hierarchical organization of special education programs

### **1.3.1 The philosophy of integration**

- \* Students should be taught in less complex educational environments that meet their needs.
- \* Private schools should be used only if the student faced problems that prevent him/her from enjoying the regular classes.
- \* Disabled student have the right to be respected as normal person
- \* Integration helps to change the negative look of others to students with disabilities.
- \* Integration does not deprive a disabled student from exercising his/her social life, but rather helps them to interact and adapt to others.

### **1.3.2 The Difference between General/regular education and Special Education**

Special students might not be like the normal students, mainly because they have special needs. They might be having difficulties or challenges with learning or hard time in communication. Because of these special needs, it is necessary to create a certain category of education that would feet to those types of individuals such as special education.

Special education uses different approaches and materials from the general education.

General education involves presenting the standard curriculum set by education authorities using standard teaching methods, which are:

- The typical classroom setting, wherein teachers address the needs of the class as a whole.
- Teachers implements procedures and teaching methods regardless of the differences between the students.
- General education is designed to help and educate normal students.

Special education from the other side is differ from the general education in the following points:

- Special education uses intensive, individualized instructional methods.
- It involves additional specialists (specialized teachers, speech therapists, social workers, etc.).
- It is designed to meet the needs of disabled students and gives them the appropriate educational programs.

#### **1.4 Concepts of Special Needs Students:**

Special needs is difficult term to define. It is an umbrella underneath, which a staggering array of diagnoses. Children with special needs are children or individuals who cannot do the exercise of certain activities, and cannot experience methods available to the average person.

In other words, people with special needs are people who need a special help or care, for example because they have a disability.

The educational requirements of pupil or students suffering from any of a wide range of physical disabilities, medical conditions, intellectual difficulties, or emotional problems, including deafness, blindness, dyslexia, learning difficulties, and behavioral problems

(Collins English dictionary, 2016).

People with special needs are people who have Mental, emotional, or physical problems that prevent them from doing their daily activities, and require a special care and setting in order to be effective in the community, and be creative in all fields.

The medical center health see disabled children as “children who have or at risk for a chronic physical, developmental, behavioral or emotional condition, and they require health and related services of a type or amount beyond that required by children generally”.

In the United States, special needs is a term used in clinical diagnostic and functional development to describe individuals who require assistance for disabilities that may be medical, mental, or psychological. Meanwhile in the United Kingdom, special needs often refers to special needs within an educational context. It also referred to, as special education needs (SEN).

The term special educational needs means educational intervention and support designed to address SEN. The term “SEN” has come into use as a replacement for the term “special education”. The earlier term was mainly understood to refer to the education of children with disabilities that takes place in special schools or institutions distinct from, and outside of, the institutions of the regular school and university system. According to the Education Act, 1996 SEN is “a child has special educational needs... if he has a learning difficulty which calls for special educational provision to be made for him”.

## **1.5 Disabled Students and Human Rights**

Students with disabilities experience barriers to enjoyment of their basic human rights and to their inclusion in society. Their abilities are overlooked and their needs are given low priority. However, there have been a gathering global about their rights, in order to avoid discrimination, and to give them opportunity to show their abilities and express their opinion.

We will discuss as follow a variety of global and local rights for those persons with disabilities.

### **1.5.1 Universal Rights**

Many cultures of the world have treated persons with disabilities as having less worth than normal people, and made them suffer from discrimination. They denied their rights to be included in the general schools, to be employed, to live independently in the community, to move freely, to participate in sport and cultural activities....etc. However, this situation have changed by time when organizations start to defend on the special needs' rights. Nevertheless, before this organization, our great religion Islam gives a very important care for this category of people. Allah said: "frowned and turned away, because there come to him the blind man, and how can you know that he might become pure (from sins) or he might receive admonition, and that the admonition might profit him?"-Abasa-This verse shows that special needs persons can be good persons, and have equal chances as normal persons. Islam works to achieve justice and equality and give them their complete rights; this can be shown in this verse "no blame on sin is there up on the blind, nor is there a blame or sin upon the lame, nor is there blame or sin upon the sick" -El-fateh-.

Over the four decades, the United Nation has made a strong commitment to the human rights of persons with disabilities. This commitment has been reflected in major human rights instruments as well as within specific measures, which began with the 1971.An example of disability focused initiative include the International Disabled Persons, the 1993 Standard Rules

on the Equalization of opportunities for persons with disabilities, and the 1994 Salamanca Statement and Framework for action for special needs education.

**\*Convention on the Rights of Child:**

The 1989 convention on the right of the child (CRC) is the first binding instruments in international law to deal comprehensively with human rights and is notable for the inclusion of an article specifically concerned with the right of children with disabilities. The CRC identifies four general principles that provide the foundation for the realization of all other rights:

- Non-discrimination
- The best interest of the child
- Survival and development
- Respect the views of the child

**\*Article 07: Children with disabilities**

Building upon the CRC, the principles summarized in article 07 of the convention affirm the rights of all children with disabilities to the entire range of human rights inherent to all children. Requirement for the best interest of the child and for the participation of the children themselves in decision-making are particularly important for children with disabilities, whose interests and voices are all too frequently overlooked and undervalued.

**\*Article 24: Education**

Article 24 reflect a clear commitment to the principle of inclusive education as a goal. It also addresses the specific needs of children with severe and complex sensory impairments for access to specific supports to learning such as sign language, Braille and low vision aids. Other children with disabilities may also need modification to the curriculum, to style of teaching and to the organization of the classroom.



### **\*Article 32: International Cooperation**

In article 32, the convention recognizes the importance of international cooperation in support of national efforts for the realization of its purpose and objectives, and stresses that cooperation should aim at ensuring that development programs are inclusive of and accessible to persons with disabilities.

International conventions also focused on the rights of people with disabilities starting with the Universal Declaration of Human Rights (1975), which set several rights such as:

- \* The right in free education, and to cover the expenses by the government.
- \* The right to practice sports activities like swimming in special places for them.
- \* Provide them with the appropriate public facilities that goes with their needs and abilities.

From other organizations that highlights and cares for people with disabilities, we find Disability Right Movement, which is a global movement to secure equal rights for disabled persons. According to DRM, people with disabilities have the right to:

- Have equal opportunities in independence living.
- Freedom from discrimination, abuse, neglect, and other rights violation.
- Consider those born blind, deaf, or with other forms of physical or mental disability as effective members of the society and have equal access and basic human respect for them.

Here are some main international organizations that take care about the special needs persons:

<p>Agence française de développement</p>	<p>German Embassy</p>	<p>Cooperation and Cultural Action Service of the French Embassy in Algeria</p>
<p>Embassy of the Netherlands</p>	<p>French Muscular Dystrophy Association (AFM)</p>	<p>Middle-East Partnership Initiative (US Department of State)</p>
<p>Finnish Ministry of Foreign Affairs</p>	<p>Luxembourg Ministry of Foreign Affairs</p>	<p>Secours islamique France</p>
<p>European Union</p>	<p>UNICEF</p>	

**Figure 3:** international organizations that support people with disabilities

### 1.5.2 The Algerian Rights

Disability legislation is relatively advanced in Algeria and the law on promotion and protection of people with disabilities was passed in 2002, although not all of its application decrees has been published. However, functional enforcement of these laws has not realized yet. However, Algeria signed Convention on the Rights of Persons with Disabilities on 30 March 2007 and ratified on 30 December 2009.

Algeria signed and ratified:

- Conventions against Torture and other Cruel Inhuman or Degrading Treatment or Punishment.

- International Covenant on Civil and Political Rights.
- International Covenant on the Elimination of All Forms of Racial Discrimination.
- International Covenant on Economic, Social and cultural Rights.

**a. The Right of Recognition as a Disabled:**

Disabled person in accordance with Article 02 of the act 09/02 of 08/05/2002 is “every person, regardless of age or gender, suffer from disability or more that can be genetic, congenital or acquired, that limit his ability to enjoy his daily activities because of his motor and organic functions”. Through this definition, we find that the identification of disability status is based on the medical expertise at the request of the concerned or his parents.

**b. The Right of Social Security:**

In accordance with the provision of the law 11/83 of 02 July 1983, law of social Insurance, it is the duty of the state to integrate the uninsured persons with special needs into the social security system, to benefit from compensation for treatment, medication, artificial organs and surgery.

**c. The Right to Receive the Grant:**

Article 05 of the law 09/02 states that “disabled people without financial incomes or social assistance benefit from a grant in accordance with the article 45/03 of 16 January 2003” as a special category they have the right to benefit from this grant, and this grant has seen several increases up to 4000.00 DA starting from 31/102007.

**d. Socio-Economic and Political Inclusion:**

Handicap International facilitates dialogue between the associations working in the disability field, civil society organizations, and the public authorities in order to enable inclusive

public policies aimed at advancing the rights of people with disabilities to be developed, and monitored.

**e. Inclusion Education:**

The goal of this project is to enhance and broaden the access of children with special needs to the education system in Algeria, and improve the care they receive, both in specialized institutions and within the mainstream school system.

**f. Political Participation of people with Disabilities:**

This project organized training workshop to develop advocacy messages and effective methods, nationally and locally in Algeria. It aims to improve existing legislation, public policies and data collection and identifies ways of removing barriers that inhibit people with disabilities from being fully include within society.

**g. Social Inclusion for Children:**

The “Advancing the rights and support of children with disabilities (DéDAESH)” project aimed to improve the support of disabled people and to provide them with an opportunity to live outside specialized establishments.

**1.6 Disability:**

The discussion over disability’s definition arose out of disability activism in the U.S and U.K in the 1970’s, which challenged how the medical concept of disability dominates perception and discourse about disabilities. Debates about proper terminology in disability communities and the academic field of disability studies.

When most people think of the word “disability” they immediately picture someone in a wheelchair. However, there are many different types of disabilities (blind, deaf ... etc.).

The term disability generally defined as “loss of shortened functional, physical or sensory impairment, mantel, total or partial, permanent or temporary. the result of poor birth or an accident, or acquired the status of illness last more than it should last, this leads to low or non-exist person’s ability to perform an activity of his life, or to secure his personal requirements alone”.

Disability is an impairment that may be physical, cognitive, intellectual, or some combination of these that result in restrictions on an individual’s ability to participate in what is considered normal in their everyday society. A disability may be present from birth or occur during a person’s lifetime. (Wikipedia).

A disability is any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being (the world health organization 1976).

### **1.6.1 Types of Disability:**

When talking about disability we can list deferent kinds. Mainly there is four types of disabilities, which are impaired (motor) mobility, sensory disability, intellectual disability, mental retardation. The main types of disability are:

1. Superior and talented
2. Autism
3. Chronic illness
4. Hearing loss and deafness
5. Intellectual disability
6. Learning disability
7. Physical problems
8. Memory loss
9. Mantel health or retardation

10. Speech and language disorder

11. Vision loss and blindness

In our research, we are going to focus on two main genders of disability; these two types take place in our university and in the division of English. These types are as follow:

1. Motor disability

2. Visual disability

**1. Motor/physical mobility:**

Mobility refer to different people with varying types of physical disabilities. It often related to upper limb mobility, manual dexterity, and co-ordination problems.

Physical disability is the loss, partially or completely, to a person's ability to perform motor skills such as walking, standing, carry things, using fingers to write. This disability forced the person who has the additional need to use medical mobility aids a stick, wheelchair, crutch.

(The federal government in the united states, 1977) identifies motor disability as a physical injury severely affect the individual's ability to use his muscles and effect their performance; this disability may be congenital disability or acquired disability.

**\*Psychological characteristics of people with physical disability:**

**First: physical characteristic**

Disabled people suffer from disorders and growth of the muscles of the body such as hands, fingers, feet, and spine. In addition, among the physical problems, osteoporosis and low weight. These children need the necessary means to be able to carry their daily activities such as eating and wearing clothes.

### **Second: psychological characteristic**

Children with motor disability feel ashamed, sadness, isolated, depression, and dissatisfaction of themselves. They prefer to stay away from other people, because they feel strange from ordinary people and they are not able to communicate with them. They need therapeutic counseling to deal with their problems, and provide a psychological atmosphere in the family and school.

### **Third: learning characteristic**

Children with physical disability have problems in attention (distraction) and difficulty in concentrating and remembering, they do not learn easily and quickly as normal children, for this they need special educational programs and strategies rely on simplification and go from easy to hard.

### **Fourth: professional characteristics**

These children cannot join any profession because of physical disability they have, and they cannot do heavy work such as driving a truck. This category of children characterized by the lack of production and lack of learning professional skills in a short time, so they need longer time than ordinary people.

### **3. Visual impairments:**

The term visual disabilities is to those with visual weaknesses, or lack of vision that range from blurred or fuzzy to total blindness. The visual impairments can be caused by several eye diseases; like age related muscular degeneration, cataracts, hyperopia, astigmatism, strabismus, albinism, blue water and more.

**Medical definition:**

Visually impaired is an individual who has problems in visual acuity, and the ability to distinguish between different forms such as reading letters and numbers.

**Educational definition:**

Visual disabled is the loss of visual ability in whole or in part and be a need to rely on other senses for learning process. (Harley 1973) believes that visually impaired is the one who has a severe visual disability that oblige him to read with braille.

Sources	Definitions
IDEA'	Visual impairment involves the inability to see objects, which means impaired in sight; even with the correction, it effects negatively the students' performance.
Professionals	... is an optical level which, with normal correction standards prevent the individuals from planning or performing his/her normal tasks, but it allows to encourage visual performance by using or not using optical devices, environmental and/or technical modifications.
United States and center for communicable diseases control	...is visual acuity between 20/70 and 20/400 with the use of the best corrective materials.
The federal Government	Legally blind.... Central visual acuity 20/200 or less in the best eye and with the best correction.

**Table 1:** Visual Disabilities



**Visual disability must include the following:**

- Loss of visual acuity and inability of the person to see objectives as clearly as healthy person.
- The individuals depend on other senses such as hearing and touching.
- The need to use certain means to facilitate their daily activities like glasses.
- Incapacity to work as an effective member of the society and earn money.
- The need to special educational programs.

Visual loss is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses. Visual impairment is often defined as a best corrected visual acuity for worse than either 20/40 or 20/60, this cause people difficulties with normal daily activities such as driving, reading walking. (Wikipedia).

Visually impaired classified into two categories:

**First:** category of blind people who lose their complete vision, and they cannot correct their vision medically after accidents or inherited ocular disorder.

**Second:** the second category is the partially sighted, and they can read by using enlarge means or eyeglasses.

**Classification of Visual Disability:**

Disabled children may born with visual impairment completely or partly during their life.

Visual impairment can classified as follow:

1. Total loss of sight since birth or acquired before the age of five.
2. Total loos of sight, acquired after the age of five.
3. Partial loss of eyesight acquired.
4. Weak eyesight from birth.

5. Weak eyesight acquired.

### **Characteristic of visual impairment:**

#### **First: physical characteristics:**

People with visual disabilities face problems in the ability to move safely from one place to another, because they do not know the environment in which they transferred. Visually handicapped shows physical manifestation such as moving hands or spin around the place.

#### **Second: mental characteristic**

Studies showed that there is no significant difference between the intelligence of the visually handicapped and ordinary people on the verbal side of intelligence scale, and this visual disability does not affect mental capacity.

#### **Third: Educational characteristics**

Visually impaired do not have a direct affect language acquisition, but they face problems with non-verbal language acquisition, they cannot see the facial expressions and movements of the others. Therefore, they face communication problems.

#### **Fourth: emotional and social characteristics**

Visual impaired may lead to social deficits for those who have vision disability, because of the lack of social interaction, and because this disability they have, they have a sense of inferiority, frustration, failure and dissatisfaction with self.

### **Conclusion**

In the present chapter, we talked about the special education. This institution that is designed especially to meet, support, and provide services to students with an identified disability requiring the students' unique learning needs. We also mention a varied philosophy and goals

of the special education, such as providing each students with individualized programs to provide students with the appropriate education curricula and materials.

In addition to that, we highlights the concept of special needs students. Those students who suffer from any of a wide range of physical disabilities, medical, and learning difficulties...etc. they represent a large part of the society and they have a big important. In this chapter, we gave and present different definition for this category. Moreover, we dealt with the concept of disability, where we give its definition and mention its different types. It is necessary to mention here that our focus was on two types of disability “visual problems” and “physical problems” because in the English division we have only those two types.

# Chapter two

Special needs students and the educational curricula

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## **Introduction**

The undergraduate level is one of the most important educational stages that the students in general and the special needs students in particular experience. At this stage, students face new challenges, experience new things, form their personality, and learn to depend on themselves. As a special category of people, disabled students may feel uncomfortable with this new atmosphere. (Kelly, 2006) point out that many college students face many problems. Like social, personal, and academic issues, these problems may vary in type and severity depending on age, gender, life experience, and social and economic situation.

The aim of higher education for special needs students is to develop their abilities to the maximum extent possible. In terms of integration into society, cultural education and self-reliance in order to feel that he/she is a part of the society.

It is very necessary to pay attention to the educational situation of this category, because it is a major challenge, and a humanitarian issue, also because they deserve equal chances as normal students. The neglect of this category will lead to the increase of illiteracy, and prevent them from being an active member of the community.

### **2.1 Educational and Social Integration of Special Needs Students**

Students with disabilities face multiple forms of discrimination, and suffer from social injustice and marginality, which leads to their exclusion from society and school. This exclusion prevent them from being an active member of the society, and from participating in national and international events.

The word integration in the Chinese culture means, “Putting different culture together, based on positive moral concepts”. In addition, the concept of integrated education emphasizes methods that concentrate on viewing the students as whole persons. The goal is not how to find

a good job or make a big money, but about how to develop a complete human being. Every part of the individual's mind, body, emotions and spirit, should be developed at the same time and be integrated into the whole person. (Fan, M. 2004).

Educational integration has long history of debate, described as “more comprehensive than academic mainstreaming”. Community integration in this context (school) refers to opportunities “to learn social, and community settings based on part of the civil-rights movement as represented by Brown v. Board of education, school integration was based on the right to a free appropriate education in regular classrooms.

Integrated education aims to provide children with a caring and enhanced educational experience. Empowering them as individuals is a priority for staff so that as they grow and mature, they will be able to affect positive change in the shared society we live in. (Pet therapy, n.d).

When students with disabilities are educated with their peers without disabilities, they learn age-appropriate social skills by imitating students without disabilities in the environment where they are needed. Integrated settings provide a challenging environment for special needs students. Therefore, these students learn to be more independent and acquire developmentally advanced skills. In addition, they may develop friendships and more self-image by having the opportunity to do what other students do.

To ensure a quality education for children with disabilities the following points must be addressed:

- **Promote accessible and inclusive learning space:**

Ensure physical accessibility for students with disability, including commuting and moving around in the school or university environment, and the learning materials need

to be available in accessible formats to suit the needs of students with different types of disabilities.

- **Take a multi-sectoral approach:**

Barriers that prevent students with disabilities to access education are located both within and outside the education system, for example transport, social services for assistive devices, health...etc.

- **Involve the community:**

The education of special needs students must include a strong involvement from the community as well as from parents, being two factors that determine the success of IE.

### **2.1.1 Advantages of integration**

“The integration and inclusion of students with special needs into the general education classroom and society is very necessary, and it have numerous benefits”. Pet thereby (n.d), as follow several advantages of integration to keep in mind:

#### **a. Social advantages**

One of the most obvious advantages in inclusion is the fact that students with disabilities can be integrated socially with their peers. They can create long-lasting friendships that would not be otherwise possible, and those friendships can give them the skills to navigate social relationships later on life. By learning in an inclusive in an inclusive classroom instead, they are exposed to non-disabled interacting in a normal social manner.

#### **b. Academic advantages**

Students with disabilities can also benefit academically in an inclusion setting. Many teachers and parents wonder whether students with disabilities would fare better academically in a classroom that was geared specifically towards them. In a well-designed inclusion



classroom, however, the teacher uses inclusion strategies to help students succeed academically. Therefore, students encounter higher expectations from both their peers and their teachers, as well as the positive academic role models of their non-disabled classmates.

### **2.1.2 Benefits of inclusion for students with disabilities:**

- Greater opportunities for interactions and make Friendship.
- Increased social initiations, relationships and networks.
- Peer role models for academic, social and behavior skills.
- Greater access to general curriculum.
- Enhanced skill acquisition and generalization.
- Increased inclusion in future environment.
- Families become more integrated into community.

### **2.1.2 Benefits of inclusion for students without disabilities:**

- Gain strong friendships.
- Increased appreciation and acceptance of individual differences.
- Increased understanding and acceptance of diversity.
- Prepares all students for adult life in an inclusive society.
- Opportunities to master activities by practicing and teaching others.
- All students' needs are better met and greater resources for everyone and the academic outcomes are greater.
- Learning how to help others achieve academic succeed and learn difficult Information.

The educational integration is very important for students with disabilities; here are some of the main benefits of it:

<b>For students with disabilities, Inclusion....</b>	<b>For all students, Inclusion....</b>	<b>For the society Inclusion....</b>
<ul style="list-style-type: none"> <li>• affords a sense of belonging to the diverse human family</li> </ul>	<ul style="list-style-type: none"> <li>• provides opportunities to experience diversity of society on a small scale in a classroom</li> </ul>	<ul style="list-style-type: none"> <li>• promotes the civil rights of all individuals</li> </ul>
<ul style="list-style-type: none"> <li>• evolves in feelings of being a member of a diverse community</li> </ul>	<ul style="list-style-type: none"> <li>• develops respect for others with diverse characteristics toward others' limitations</li> </ul>	<ul style="list-style-type: none"> <li>• builds supportiveness and interdependence</li> </ul>
<ul style="list-style-type: none"> <li>• enhance self-respect</li> </ul>	<ul style="list-style-type: none"> <li>• increases abilities to help and teach all classmates</li> </ul>	<ul style="list-style-type: none"> <li>• maximizes social peace</li> </ul>
<ul style="list-style-type: none"> <li>• provides opportunities to be educated with same-age peers</li> </ul>	<ul style="list-style-type: none"> <li>• develops feelings of empowerment and the ability to make a difference</li> </ul>	<ul style="list-style-type: none"> <li>• supports the social value of equality</li> </ul>

**Table 1.2:** benefits of educational integration for students with and without disabilities

Adapted from: Raschke, D., & Bronson, J. (1999). Creative educators at work, all children including those with disability can play traditional classroom games.

## **2.2 Special Needs Students and Language Learning:**

College should be an exciting time for any incoming student, yet for those with learning disabilities it create anxiety, engaging with new faculty and classmates while also taking on more difficult coursework can be overwhelming if students do not have the proper support. While students with learning disabilities may face extra challenges and hurdles, in today's world of modified teaching and learning techniques. Success in college require a reasonably sophisticated development of skills related to organization, focus, attention, and study.

The issue for students with special needs education related to a combination of factors. These include poor memory, difficulty with sustained concentration, a limited vocabulary, difficulty completing open-ended, unstructured and last minute assignments.

Students who have learning disabilities like all students, can benefit from receiving a detailed syllabus that clearly states reading to be completed for each class period, and gives due dates and clear description for course papers and projects. Providing students with an outline of materials to be covered for each class also helps them learn how to organize their listening, note taking, and studying.

Some instructors make such outline available at the beginning of each class, printed in a course pack, or available for downloading from the web so that student may spend more class time and attention understanding concept and noting examples to aid memory.

### **2.2.1 What is learning**

According to researchers' different views in defining "learning". "The purpose of learning has recently shifted from being able to recall information (surface learning) to being able to find and use it (deep learning) (Karl & Dexter, p.10). (Cited in Slimi, 2016)

1. If we check the definition of the word "learn" in a dictionary, we will expect to find the following definitions: 1. to acquire knowledge of a subject or skill through education or experience. 2. To gain information about somebody or something. 3. To memorize something, for example, facts, a poem, a piece of music, or a dance (Karl & Dexter, p.10). Moreover, learning is the acquisition of knowledge or skills through study, experience, or being taught (Oxford dictionaries online, 2017).

### **2.2.2 What is a Language-Based Learning Ability?**

Language-based disabilities are problems with age-appropriate reading, spelling, and/or writing. This disorder is not about how smart a person is. Most students diagnosed with learning disabilities have average to superior intelligence.

The problems of learning disability may include difficulty with the following:

- Expressing ideas clearly, as if the words needed are on the tip of the tongue but will not come out.
- Learning new vocabulary that the student hear (e.g. taught in lectures/lessons) and/or sees (e.g. books).
- Understanding questions and following directions that they hear.
- Understanding and retaining the details of a classroom lecture.

### **2.2.3 Students with Learning Disabilities and Foreign Languages**

Students who have disabilities that related to distinguishing, processing, remembering, and expressing sounds and words may find learning a foreign language problematic.

To successfully master a second language a student must be able to:

- Hear and cognitively differentiate between the sounds structure of words.
- Comprehend and remember the meaning of words and differing meanings of combined words.
- Understand rules related to sentences structure and grammar.
- Retrieve information easily, and mentally manipulate successfully communicate verbally or in writing.

### **2.2.4 Solutions to overcome Learning Disabilities problems:**

These are some solutions in order to avoid problems related to learning disability:

- Use graphics organizers to help students understand the relationship between ideas.
- Instruction should include specific, step-by-step instructions.
- Include both spoken and written explanations of how to work fulfills academic expectations.
- Presenting written materials in brief and direct terms.
- Allowing students to discuss assignments with each other and with teachers to get clarification.
- Help the student summarize what he has read and write it down in brief, easy to understand.
- Teach students with learning disabilities to regulate stress and calm themselves in order to overcome challenges.
- Encourage students to identify and participate in activities that help reduce stress like sports, games, or writing in the university's journal.
- Ask students to describe activities, situations that make them feel stressed.

### **2.2.5 The Role of University and Faculties Members**

University is a place where students with disabilities should receive help and care; it should assist students with various disabilities including physical, psychological, learning, and vision impairments to achieve their academic goals. Students with disabilities may experience more difficulty with faculty members. Often faculty members will not give students with disabilities services, support or accommodations guaranteed to them.

In order to facilitate the disabled student's educational career and to help them, the faculties' members should follow certain strategies. These strategies can be as follow:

- \* The university should have the special needs students' guide of rights, in order to know their rights and respect it.
- \* Faculty members should know about all types of disabilities.
- \* They should be able to know the different types of services offered for students with disabilities.
- \* The faculties' members should deal with students who have disabilities with respect.
- \* There must be special rules for punishing the members who refuse to give disabled students services, support, or accommodations.

### **2.2.6 The Role of Teachers**

Special needs students need a great deal of encouragement. What often happens is that student's wants to achieve, but feels separated from other students when he/she is unable to complete certain tasks. Here come the role of the teacher as a guide to support and help students to overcome their fears and problems. Teachers can assist disabled students by adopting these strategies:

- The teacher should meet with the parents to understand the specific of their son/daughter's disability. This information combined with a general knowledge of the disability will enable teachers to be better prepared to handle any problems during the course of classroom instruction.
- Remember that students' disability is only a small part of his/her total identity as a person.
- As a teacher, you should know what the student is able to do and plan alternatives ahead of time.
- As a teacher, you should always address the student directly, not through an interpreter or caretaker.

- Ask students privately what things you can do to facilitate learning.
- Ensure that the student can participate in both class discussions and group work.
- Teachers assign good students to work individually with their special-needs peers, this not only reduce stress, but it also enable the teacher to spend more time working individually with other struggling students.

## **2.3 Obstacles Special Needs Students face during the Academic Track**

Unlike normal students, special needs students face many problems during their journey at university. From the first day they enter, disabled students find obstacles because they are not prepared for college-level courses, and because they do not have any idea about the educational curricula. Graham, weingarden, & Murphy, 1991 stated, “the daily tasks of those of individuals with a disability are more complicated than students without disabilities”.

Obstacles of education can take a variety of forms, they can be physical, technological, systematic, financial or attitudinal, and can vary from one category of disabled student to another one.

### **2.3.1 The Problems of the Students with Visual Impairment:**

Those students face many problems at university, these problems can be internal or/and external. Here are some of the main obstacles that they may fall in:

- 1. Social Obstacles:** are the problems students with visual disability face during the university stage, which is related to the difficulty in acting in social attitudes and inability to adopt to social environment.
- The negative message received from peers assume they are less significant and valued than others.

- The relationship between the disabled and his social environment, and its negative view because the society despises the disabled person and reduce his ability.
- The difficulty to find a job despite a rehabilitation and training.

## **2. Psychological obstacles:**

Psychological problems are problems that disabled students face during the university stage that is related to his feeling and emotions and his awareness of the world around him.

- Students with visual impairment may be at risk of depression.
- Pathological sense of hopelessness and helplessness.
- Low self-esteem (self-concept).
- They prefer to be alone and isolated.
- They have an increased level of anxiety.

## **3. Medical problems:**

- The lack of knowing the critical (main) causes of the disability.
- The longtime of medical treatment and the cost of this treatment.
- The lack of adequate centers for special hospitals that take into consideration their circumstances and problems.
- The lack of specialized centers for physiotherapy and medical equipment.

## **4. Academic problems:**

Academic problems are problems that is related to the university studies in general.

- Transitions from secondary to university level without prior guidance and preparation.
- Difficulties in using computer and software, students with visual problems face the greatest problem with information displayed on the screen.



- They have problems with the access to documents; the written operating instructions may be inaccessible if they are not provided in electronic or alternate form (such as audio tape or braille).
- The lack of accommodation for students with sensory disabilities, such as large-print text books for students with low-vision.
- Lack of teachers and other school personnel with training to provide for the diverse learning needs of students.
- The absence of Braille books.

### **2.3.2 The Problems of the Students with physical Impairment:**

McLeod (2014) point out that “students with physical disabilities experience personal limitations in school environment that affect their social, psychological and academic spheres that may likely affect their academic performances at school”.

#### **1. Social problems:**

- Discrimination: people may see disability as a personal tragedy, as something that needs to be cured or prevented, as a punishment for wrongdoing.
- People who have disabilities that affect hearing, speaking, reading, writing, and/or understanding experience communication barriers.
- Public transportation may be unavailable or at inconvenient distance or locations.
- Community look at them contemptuously.
- Some people use disabled students to set up associations and centers to collect money at their expense.
- People treat them with pity.

#### **2. Psychological problems:**

- The inability to adapt to the disability.

- Students with physical problems characterized by mobility.
- Disabled students are not able to solve their own problems.
- They feel anxious and nervous when facing others.
- They feel despair and frustrate

### **3. Academic problems:**

- The refusal of admission based on assumption that students with physical disabilities would, for example, be unable to learn, be unsafe around other students.
- Lack of accessible infrastructure. This involves unsupportive classrooms.
- The university's' building suffer from the Absence of elevators.
- The problem of overcrowded classrooms, lack of seats.
- Lack of relevant assistive technology.
- The absence of the appropriate stairs and elevators to help them to enter and move within building.

### **4. Medical problems:**

- The inability to do the daily activities, such as walking, reaching things.
- They are unable to do complex and/or compound manipulations.
- Individuals with physical impairments suffer from poor muscle control.
- They complain of weakness and fatigue.
- Feeling pain in muscles and joints.
- Absence of a weight scale that accommodates wheelchairs or other who have difficulty stepping up.

The obstacles special needs students face may have a great negative affect on them, these problems may prevent them from engaging and participating in social and educational activities. It also limit them from being free to express their ideas and thoughts. These problems

must disappear in order to allow disabled students to live a normal life without feeling different from other people, and also to be an affective member of the society and achieve their dreams and goals.

## **2.4 Solutions to overcome the Obstacles that Disabled Students face**

It is very necessary to help students with special needs to overcome their problems, since they are affective and active members of the society they need to have a complete attention. Here are some solutions that may help students with visual problems:

### **1. Social solutions:**

- Help disabled students to obtain social rehabilitation services.
- Provide them with support in order to accept their conditions and adapt their circumstances.
- Give them a chance to express themselves.
- Work to increase their self-confidence.
- The need to integrate disabled students in the field of life, society, and education through various activities.

### **2. Educational solutions:**

- Use Braille note takers-small, portable device that can store Braille characters and read text aloud.
- Use descriptive video services (DVS), which provide narrative verbal descriptions of visual elements.
- Use special boards.
- Wear sunglasses or a light-sensitive eye protection cover.
- Use the speaker, and special computer programs that enlarge text and pronounce them after they be recorded on the computer.

- Classroom should suit and fit these students; this is by painting the doors in a color other than the color of the walls, and the handles of the doors with a different color.
- The stairs must be painted with yellow color in the part that students place on his/her feet.
- The exams questions must be shorter in order not lose time.
- Provide qualified people to read the exams questions for students.

### **3. Solution presented by teachers:**

- Teachers should consult student's parents and vision specialist to determine exactly what they can see.
- Provide the disabled student with a variety of experiences in terms of manual and audio texture.
- Reduce the overall noise, because they depend on sound hints.
- Describe aloud any visual presentations
- Create a new ways to help students develop a positive concept about themselves.

#### **2.4.1 Tools to help Students with Visual Disabilities**

Students with visual impairments may require special tools to access information both inside and outside the classroom. Those tools are known as Assistive Technology tools. Assistive Technology can be any equipment, software, product or system specifically designed to assist individuals with disabilities.

Chester Goad declared, "There are tools to meet the needs of a variety of levels of vision impairment." The pictures below outlines examples of some assistive technology:

##### **a. Pocket magnifier:**

This optical device is small, compact, lightweight, and functional, and can be taken along anywhere. This device is perfect to enhance vision in a compact size that fits in a pocket, handbag, or purse.



**Figure:** pocket Magnifier

### **b. CCTV magnification System**

Known as CCTV (closed circuit television) or as a video magnifier, it provides low vision aid for a full range of visual needs. The CCTV magnifiers are generally a combination of a customized camera, mount arm for steady hands-free positioning of the camera, a viewing screen/monitor, lenses with the ability to zoom (sometimes as great as 82× magnification).



**figure:** CCTV magnifier

**c. Braille translator software:**

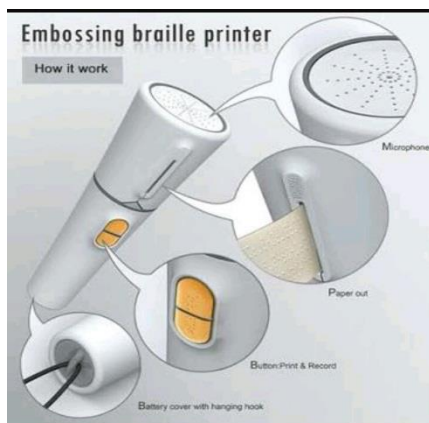
It is a software program that translates a script into braille cells, and sends it to a braille embosser, which produces a hard copy in braille script of the original text.



**Figure:** Braille Translation Software

**d. Braille Printer :**

A braille printer is an impact device that creates tactile dots on heavy paper, making written documents accessible to blind individuals.



**Figure:** Braille Printer

#### **e. Screen Reader:**

It is a software application that, rather than presenting web content visually, converts texts into synthesized speech allowing user to alternatively listen to content. Content displayed in screen is sent to standard output, whether a video monitor is present or not.



**Figure:** screen reader

In order to help students who suffer from physical disabilities we recommend to follow these steps:

#### **1. Social solutions:**

- The government should offer a textbox for the society member, to educate them about all the different types of disabilities so that no discrimination or wrong judgment will arise.
- Push them to have social relations with others.
- Evolve them with different social events and activities.
- Encourage them to express their ideas and make new friends.

#### **2. Educational solutions:**

- Provide a copy of the student's assessment report to the administration prepared by an educational psychologist or specialist teacher assessor.
- Skip topics: overcoming some university subject that are unsuitable for this category or less important.

- More significant tasks: disabled students may study the same modules as their normal classmates, but with more simplified version.
- Shorter home works: students with physical problems may perform shorter tasks such as researches or take less time.
- Create an appropriate schedule: give the student rest period between the sessions.
- Give these students extended time during exams.
- Engage students with class discussions.

### **3. University buildings solutions:**

- Supplying the university's building with elevators to help students with physical disabilities to move from one place to another.
- Provide special slopes to facilitate moving for students.
- Offer special transportation options, and with special places for handicapped students to go back and forth to university and home.

#### **2.4.2 Steps disabled students can take to find success and overcome obstacles**

Special needs students face many problems that lead them to feel frustrated, disappointed, and stressed. Nevertheless, they have to encourage themselves and make sure that they engage in activities, share feelings and experiences, and give opinions.

Students with disabilities need to understand their strengths and limitations and believe in themselves as capable and effective students and members. (Snyder, 2014).

Here are some strategies and ideas that disabled students can follow to overcome obstacle:

- They must acknowledge and accept themselves for who they are.
- They must integrate themselves by sharing and discussing common interests.
- They must take charge and own their disabilities by putting themselves forward.



- They should not let their disabilities overcome them, but instead, they must overcome obstacles to succeed.
- Sullivan says, “Disabled students need to be proactive in seeking out accommodations”.
- Once they registered, students should contact their instructors as soon as possible to introduce themselves, discuss potential learning accommodations and get a copy of the syllabus.

## **Conclusion**

The above chapter dealt with the relationship between disabled students and the integration, where we set its main advantages to normal and special students.

Moreover, we highlights the obstacles special needs students face in their journey of study at university, one of the main problems they face is learning difficulties that effect on students’ performance and achievements during study.

Finally, we set a collection of solutions such as using modern technologies to prevent problems and to help students to be effective members and better students.

# Chapter three

Field work

And data analysis

## Chapter three:

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## **Introduction**

After presenting the literature review in the two previous chapters, which talk about special needs students in the division of English at Mohamed Khieder university-Biskra, it is high time to move for something practical.

As long as this research is concerned, the most suitable method is the descriptive one. As Burns and Grove (2001, 248) state that a descriptive design helps us to identify problems in current practice with an aim to solve them. However, the researcher may have to draw on range of different procedures for collecting needs data, such as: observations, meetings, tests and questionnaires.

The questionnaire and interview are perhaps the most widely used for eliciting information. In this research study, it has made use of questionnaire and interview. In the present chapter, two sections provided. The first one deals with the analysis of teachers' questionnaire, and the second one deals with the analysis of students' answers of the interview. Moreover, the research findings are presented in order to investigate and evaluate the situation of special needs students, and to give a general view of their problems, obstacles, and barriers they face during their educational career at the division of English. In addition to that, to take into consideration the opinion of teachers who have dealt with the disabled students, and to know the way they deal and treat them.

### **3.1 Teachers' Questionnaire:**

#### **3.1.1 Description of the teachers' questionnaire:**

In the present study, the questionnaire was given to English teachers in order to gather information about their opinion concerning students with disabilities. The questionnaire is composed of (19) questions divides into two parts; the first part deals with background information about the teachers, while the second part involves questions about the special needs students and their difficulties. Participants are asked to answer by 'yes' or 'no' with brief justification whenever necessary. Sometimes they choose the right answer from different options.

### 3.1.2 The Analysis of the Questionnaire:

#### Part one: General Information about Teachers

##### item1. How many years have you been teaching?

Options	Years of teaching
Teacher 01	03
Teacher 02	06
Teacher 03	08
Teacher 04	12
Teacher 05	25

**Table 1.3: teachers' teaching experience**

The table above shows that there are five (5) different answers in the selected sample. Teachers' number of teaching years vary from 03 years to 25 years. We have one teacher who have been teaching for 03 years, and another one for 06 years. Moreover, one teacher was teaching for 08 years, and one other teacher for 12 years, last teacher was teaching for 25 years.

##### item2. What course(s) do you teach?

When we ask the teachers about the modules they teach, their answers were vary from one to another. Most of those teachers teach different modules at the same time, two (02) of them said that they teach written expression, deontology, literature and academic writing, while three (02) of them said that they teach oral expression, grammar, and methodology, and one (01) said that he teach linguistics, phonetics, and discourse analysis.

##### item3. Have you ever taught students with disabilities in your class?

The answer of this question reveals that our participants have dealt with students who have disabilities in classroom, and interact with them in a direct way inside their classes.

##### item 4. What kind of disability they have?

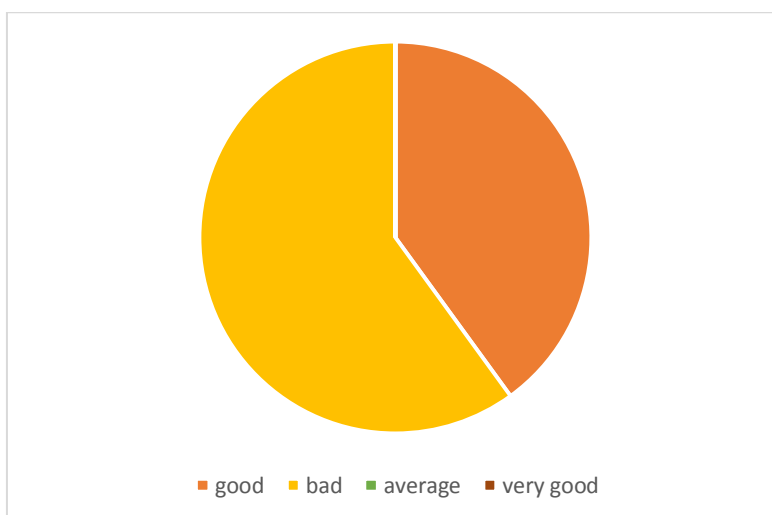
All five (05) teachers agreed that the students they have dealt with students who have visual problems; these problems vary from partial to complete disability.

### 3.1.3.2 Part two: Special Needs Students and their Difficulties

item 5. How do you describe their level of study?

Options	Number	%
Bad	02	40
Average	03	60
Good	00	00
Very good	00	00

**Table 1.4: the level of students**



**Pie- chart 1.4: the level of students**

According to two (02) teachers, the disabled students' level of study is bad, and the other teachers (03) said that their disabled students' level of education in average.

**item 6. In your opinion, what are the problems disabled students face during study?**

According to the obtained results, teachers affirmed that disabled students face different types of problems. These problems are as follow:

- No appropriate technics and materials.
- Lack of books written in Braille.
- The exams conditions that are unacceptable.

- Lack of integration with the other members.
- Shyness and visual problems.
- The absence of the special care and attention to these students (no specific documents, no specific tests).

**item 7. Do you schedule extra sessions for them?**

As it was expected, all the teachers agree on one answer, which is (no). They do not offer extra sessions for their students who have disabilities. One teacher said that he offer some extra time for them if needed in written expression, When we ask those teachers to justify their answers, each one gave us a different one. The answers are as follow:

- The case I had was able to manage everything by himself
- Because of the lack of time.
- Two (02) teachers agreed that Students do not ask for help, and they do not know how to deal property with them.
- The small number of students (one person in the group).

**item 8. Do you ask students with disabilities to participate in class?**

Option	Number	%
Yes	04	80
No	01	20

**Table 1.5: teachers' perception about involving students in class**



**Pie- chart 1.5: teachers' perception about involving students in class**

In this question, we ask teachers if they invite students to participate in classroom, 80% of them said (yes) they do, the other 20% said no they do not. We also ask them to justify their answers, the first teacher said that he ask students to answer briefly his questions, and integrate them in pairs work to motivate them. Another one said that he like to make them feel as normal students. Third teacher answer was that he believed that disabled students should treated as all the other students. The last teacher whose answer was (no), justifies his answer by saying that the absence of these disabled students is the reason that prevent him from asking them to participate in class.

**item9. How do you deal with them in class?**

- Give them special care
- Treat them as normal students
- Others

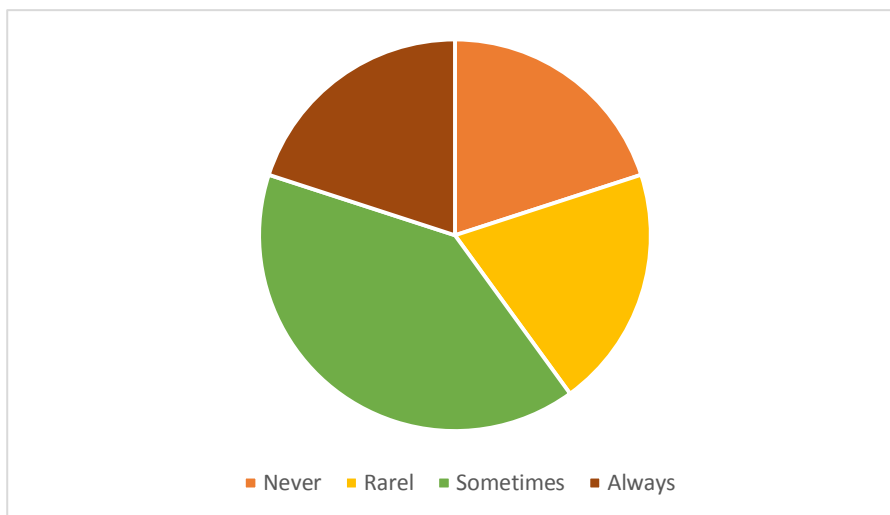
In this question, we ask teachers if they give special needs students a special care, or if they deal with them as the other normal students. They have all agreed on the same answer, which is the second one (treat them as normal students); they do not differentiate between them in class.

**item 10. Do you engage them in pair and group work?**

Options	Number	%
Never	01	20
Rarely	01	20
Sometimes	02	40
Always	01	20
Total	05	100

**Table 1.6: teachers’ perception about involving students in pair and group work**





**Pie- chart 1.6: teachers’ perception about involving students in pair and group work**

By this question, we intended to know how often teachers allow disabled students to participate in pair or/and group work. One (01) teacher said he “never” ask students to work in pair or group work, another one answered that he “rarely” do that. Moreover, two teachers said that “sometimes” they engage disabled students within pair and group work. However, the last teacher answered that he “always” engage students with disabilities in pair and group work.

- Why?

The teachers justification were different from one to another, their justifications are as follow:

- They have to be involved in class and feel that they are not different from others.
- Pair and group work motivates students. In addition, integration in a group makes disabled students feel natural and not considered as special learners.
- In many cases those students are vary passive.
- It is hard for them to follow others’ pace.

**item 11. Do you ask them to do homework?**

Options	Number	%
Yes	04	80
No	01	20

**Table 1.7: teacher’ opinion about asking students to do home work**



**Pie- chart 1.7: teacher' opinion about asking students to do home work**

The majority of teachers (80%) declared that they do ask students with disabilities to do homework. However, (20%) of them said that they do not.

**item 12. Do you have any previous experience(s) in dealing with this category of students?**

The aim of this question is to know whether teachers have dealt before with DS's, and if they have previous experience in dealing with them. Four (04) of them said (no) they do not have any experience in dealing with them. Another teacher said (yes) he do have experience.

- If yes, explain

He said that those students have no particular behavior.

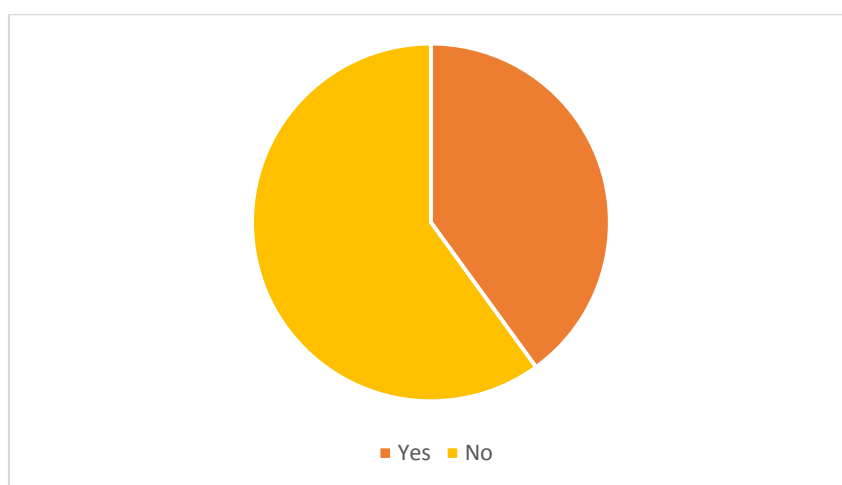
**item 13. Do you follow or have a certain strategy (ies) to introduce the lesson(s) to them?**

The teachers' responses were similar. None of them said (yes) they do not have a special strategy for DS's.

**item 14. As a teacher, do you think that disabled students have a good educational atmosphere in class?**

Options	Number	%
Yes	02	40
No	03	60
Total	05	100

**Table 1.8: teachers' perceptive about the educational atmosphere of DS's**



**Pie- chart 1.8: teachers' perceptive about the educational atmosphere of DS's**

- Justify

Teachers who said (yes) justified their answer by saying that:

- All students and teachers treat them friendly and warmly.
- The teacher noticed that the other students treat them in a good way (positive attitudes and human relationships).

For those who said (no), their justification is as follow:

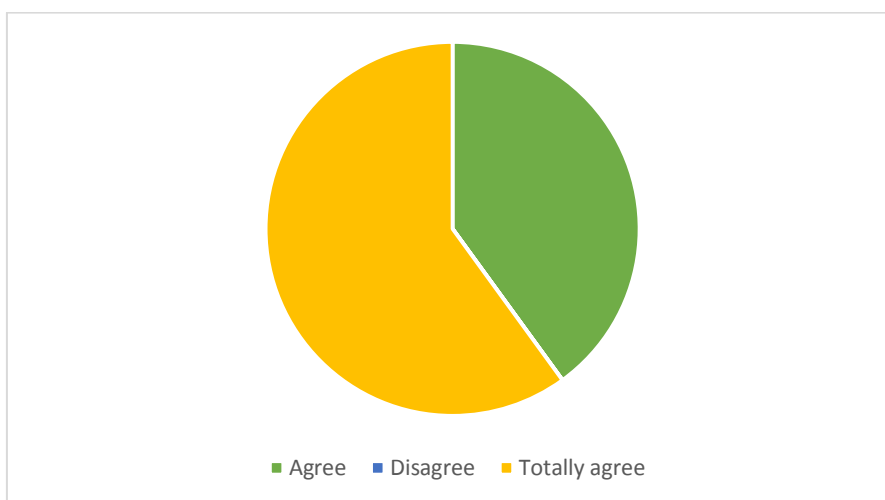
- They need special care more than the normal students do.
- They have no special equipment's (learning materials).
- The exams conditions are not appropriate for their cases of disability.

**item 15. Special needs students should have equal opportunities as normal students.**

- Agree
- disagree
- totally agree

Options	Number	%
Agree	02	40
Disagree	00	00
Totally agree	03	60

**Table 1.9: teachers’ opinion about giving DSs’ chances as normal students**



**Pie- chart 1.9: teachers’ opinion about giving DSs’ chances as normal students**

- Justify

The teachers whose answers was “agree” who are two (02) teachers gave the following justifications:

- DS’s should have equal chances as normal students in terms of education and learning, but in terms of evaluation, they need more care and special measures.
- A disability of a learner exists in his mind not in his body. Many examples worldwide justify this.

For the rest of teachers, three (03) of them who said, “Totally agree” their arguments was:

- Because they are challenging their own disability trying to succeed.
- It is a matter of fairness.
- Psychological factors are significant (motivation, encouragement).

**item 16. Do you think that teachers and the English department gave disabled students their complete rights and care?**

Options	Number	%
Yes	01	20
No	03	60
No answer	01	20

**Table 1.10: perceptive of teachers about the English department and DSs' rights**



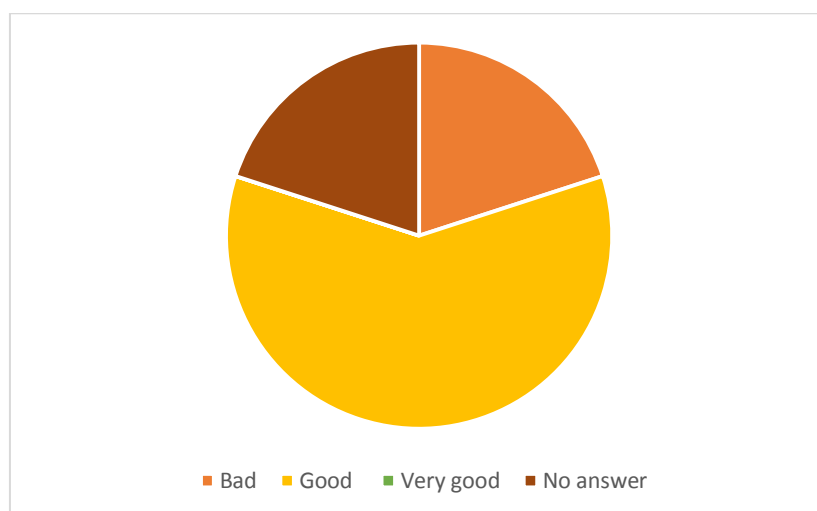
**Pie- chart 1.10: perceptive of teachers about the English department and DSs' rights**

This question aims to detect the relation between DS's, teachers, and English department, and to know if they do offer help to them. 20% of teachers answered by (yes), they do believe that teachers and English department help DS's and give them their rights and care. In addition, 60% of teachers answered by (no), they agreed that there is no help or care provided to those special students. 20%, which preset one (01) teacher, did not answer this question, but he gave a justification. He said that he have no enough information about the situation, and he cannot answer on behalf of other teachers or the administration.

**item 17. How do you describe their current situation?**

Options	Number	%
Bad	01	20
Good	03	60
Very bad	00	00
No answer	01	20

**Table 1.11: description of students' current situation**



**Pie- chart 1.11: description of students' current situation**

According to the results stated in the table above, we found that one (01) teacher describe the situation of students with disabilities with (bad) situation. Moreover, the majority of them three (03) teachers chose (good) as the appropriate answer. The last teacher did not answer; he have write a remark saying (which situation?).

**item 18. As a teacher what is your role for disabled students?**

From the obtained results, teacher's list different roles that they can play to help students with disabilities, these roles are:

- To support and encourage them to achieve their dreams, and do their best to realize them.
- To guide and integrate them into groups.
- To help them pedagogically and personally.

### **item 19. What do you suggest to overcome their obstacles?**

By this question, we intend to know what teachers can suggest as solutions for students with disabilities to overcome their problems. Teachers suggest:

- Collaborate with other teachers.
- Contribution of the administration.
- Provide them with books in Braille.
- Create special classes for disabled students.
- To design special materials and tools.
- More care (affective) less pressure (personal consideration).
- Items of time, and explanation.
- Use of modern technological means.
- They should give them more attention especially during exams.

#### **3.2.3 Discussion of findings of the teachers' questionnaire**

The analysis of the teachers' questionnaire indicate that all the teachers who participate in answering the previous questions have dealt before with students who have disabilities in class. Moreover, some of the teachers who answered our questions, agreed that they try to encourage students with disabilities to participate in classroom activities, this by engaging them in pair and group work and give them homework to understand more their lessons. Furthermore, the current study showed that teachers are aware of the different barriers and problems that SNS's have in the English department, and during their trip of study; these problems are vary according to the type of the disability they have, and to the help or the services that is provided to them.

In addition to that, all teachers agreed that those students with disabilities deserve equal opportunities as their colleagues, because differentiation between students make them feel uncomfortable and stressed, also it makes them feel angry about their disability and with other classmates, and it helps to spread hatred between them.

At the end of the questionnaire, teachers gave some recommendation and suggestions in order to help students to improve their situation and overcome the obstacles they face during study, inside and outside the class.

### 3.3 Students' interview

#### 3.3.1 Description of the students' interview

After collecting and analyzing teachers' opinion toward DSs', it is time to discover the viewpoint from the special needs students themselves. In addition, since the disabled students are the concerned by this study, it is very important to consider their opinion concerning their situation in the Division of English at Mohamed Khieder University (in and outside the class).

As already mentioned, the interviews were supposed to be a focus group interview, but because of time constraints, and the inability to meet all the students at one time because of their schedule, so we interviewed every student alone. The interview was prepared for five (05) students, but we could not contact the fifth one, so we kept only four (04) of them.

The aim of this interview is to know the different types of disabilities that these students have, also to determine the problems that they face during their educational career inside and outside the class.

The students were asked (32) question divided into three (03) parts. The first part was about the Background information, the second one dealt with the compatibility with classmates, class atmosphere, and teachers. In addition, the third part was about the university building and the study status of DS's.

#### 3.3.2 Analysis of the students' interview

##### Part one: Background information

The table below presents a general overview of the interview:

Options	Age	Gender	Type of disability	Since when you have it	It's cause
Student 1	21	Female	Total	Adolescence	Cause of illness
Student 2	23	Female	Partial	Childhood	Creation
Student 3	24	Male	Partial	Childhood	Creation
Student 4	25	Female	Total	Born	Creation

**Table 1.12: general informations about the students**

In the table above, we summarized the questions of the first section. In the first question, we asked students about their age, their age vary from 21 to 25 years old. As we can notice, the second question was about the students' gender, we have three (03) female and one (01) male.



After that, we ask students about their disability, two (02) students said that they have a “total” disability, and the other two (02) answered by “partial”. In addition to that, we ask these students about the reason of this disability and we gave them three (03) choices (a- cause of creation b- cause of illness c- earned), the answers were vary from one student to another, the first student chose “c”, and the other three students said its “a” cause of creation.

Moreover, we ask these disabled students if they use any materials or aids because of their disability. Two (02) students said “no” they do not, the other two (02) said “yes”. After that, we ask them the last question in this section, we ask them to name the aids they use to cope with their disability. The first student said that she uses “wheelchair” because she have a physical problem (cannot walk), the second student said that she uses “Braille bare” to write with it (she cannot see).

### **Part two: the compatibility with classmates, class atmosphere, and teachers**

#### **item 1. Do you participate in classroom activities?**

As a response to this question, all students agreed that “sometimes” they do participate in classroom activities, they prefer to involve during class in order to show their abilities and to improve that they are an effective members in class.

#### **item 2. Do you face problems during the sessions?**

- If “yes”, what are these problems?

Results shows that these students face many problems during sessions. One students said that because she have problems in her hands and arms (weak muscles), she find difficulty in raising her hand to participate in the lecture. Another student said that she does not understand some lessons, also the inability to see the handwriting on the board. In addition, all teacher depend on oral explanation but this student as she declared, she find problems in understanding because some explanations need to be in written form. The third students agreed that he have problems during the session, these problems. The first problem is using dictionary, since he have a visual disability it is hard to read and search in it, the second problem is to find someone to read and write the lessons or questions for him. The last student declared that she have no problems in the sessions.

#### **item 3. Do you attend all the lectures and classes?**

One out of the four (04) disabled students said that he does not attend all the classes, because as he said he is not interested in all lectures. The other three (03) students said that they attend almost all the lectures.

**item 4. How your colleagues deal with you?**

By asking this question, all the interviewed students described their relation with their classmates with a good relation. They said that they respect their situation and consider them as normal students. Meanwhile, one student unfortunately said that there is no relation with her colleagues, they ignore and do not interact with her.

**item 5. Do you receive any help from them?**

As it was expected, the students answers was “yes”, they do receive help from their classmates. The disabled students said that their colleagues help them to reach the classrooms and dictate lectures on them. One students said that she does not receive any help from her classmates and she have no relation with them.

**item 6. How is your relation with your teachers?**

All the students absolutely agreed that they have a good relation with their teachers, they ask them to participate in classroom and give them extra explanation if they ask to, and they respect their disability and treat them like the other normal students.

**item 7. Do you feel that they do not treat you like your colleagues?**

The students’ answers vary from one to another. Two students answered by “no”, they believe that teachers do not ignore or give a special care to others rather than them. Meanwhile, one student declared that sometimes teachers do not treat them like their classmates and sometimes they do depending on situations, because sometimes-disabled students need a special care and sometimes they do not. The last student said that teachers do treat them differently from their colleagues, but in a good way as he said, he confesses that teachers deals with them in a good respectful way.

**item 8. Have you received help from them inside and outside the class?**

The finding indicates that students with disabilities receive help from their teachers in classroom, but not all the teachers provide help and not all the time as students declared. One student said that teachers do not provide them with help only if they ask to, which means that not all teachers do the first step in helping disabled students.

**item 9. Do you have any problems with your exams?**

The aim of this question is to know whether the special needs students face problems with their exams or no. unfortunately all students agreed that they do find problems with exams. One student with (weak arms and hands muscles) have declared that she finds difficulty with long

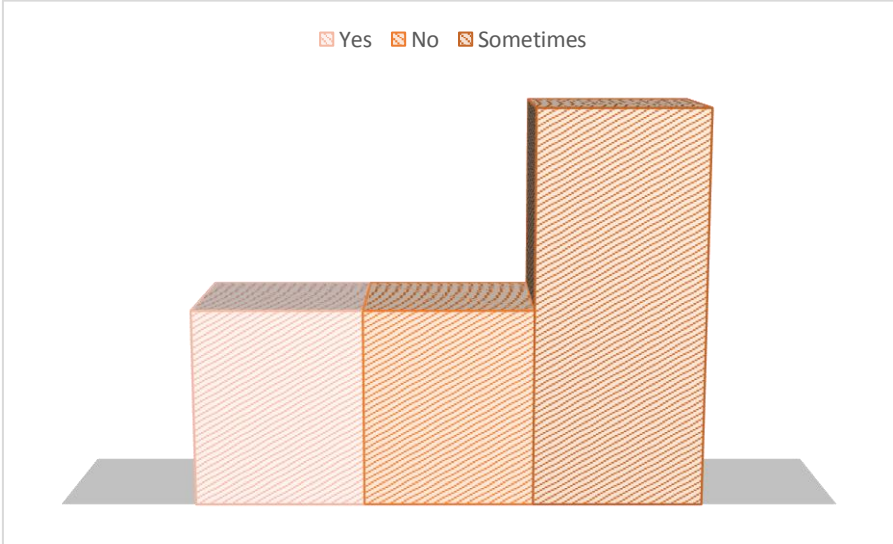
exams' questions, If the questions requires long answers she feels tired in writing these answers. two of the students who have visual impairment said that during exams teachers find difficulty to find someone to read the exams' questions for them, and sometimes they spend a long time to find it, and if they found another student or a classmates to read the questions and write the answers they do not do their work appropriately. They may not understand the questions on not write the answers in a good way. Therefore, they suggest giving this mission to a teacher rather than s student like them. In addition, the last student complains about the length of and the number of the exams' questions. He said that teachers give them the same number of questions as normal students, which prevent them from answering and taking a long time.

**item10. Do you get good marks in your exams?**

The students provided different answers, as shown in the table above:

Options	Number
Yes	01
No	01
Sometimes	02

**Table 1.13: students' marks**



**Pie- chart 1.13: students' marks**

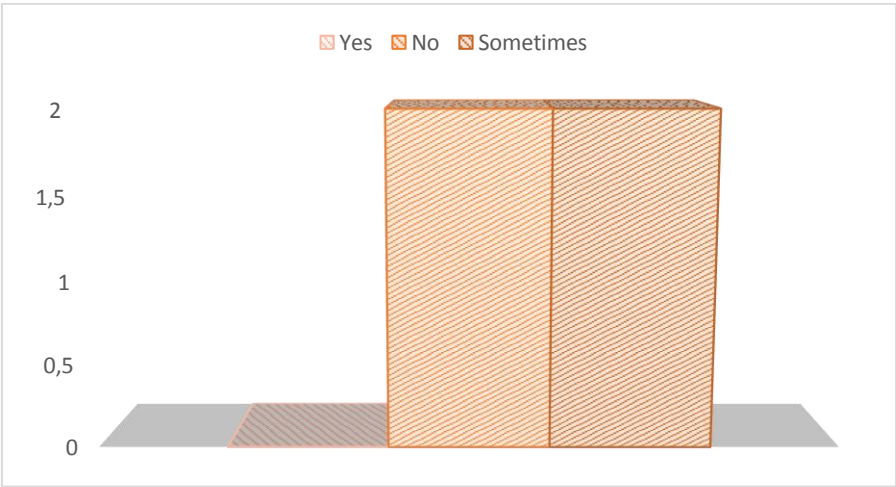
Students' answers vary. One student respond by “yes” he gets good marks, another one answered negatively “no” she gets a bad marks in exams. The other two students declared that

good and bad marks are depend on the modules; if the module is easy they get good marks, if no they get bad one.

**item 11. Does your teachers prepare special questions for you in exams?**

Options	Number
Yes	00
No	02
Sometimes	02

**Table 1.14: students’ perception about the exams prepared by teachers**



**Pie- chart 1.14: students’ perception about the exams prepared by teachers**

The table above shows the claims of the disabled students. Two students declared that their teachers do not prepare special exams’ questions for them, they have the same questions and number as their normal colleagues. Whereas, the other two students said that “sometimes” their teachers provide them with different exams’ questions, they prepare shorter exams and give simpler questions in order to give them equal chance as normal students.

**Item12. How would you like the exams’ questions to be?**

By asking this question, we aimed to take the students’ opinion about how they would like the exams’ questions to be, and if they have any suggestions to help them. Two students suggest making the exams’ questions to be shorter; because of their visual disability, they spend a long time to answer and they find difficulty to do that. The other two students added that they would like from teachers to give simpler questions, such as (yes/no questions, or/and definitions) where they can give a brief answers that contain simple structures and short answers.

### Part three: the university building and study status

#### item 1. How do you move inside the university?

The answers were as follow:

- **Student 01:** I move easily with the help of my friends, but hard by myself.
- **Student 02:** I walk with my friends in easy way.
- **Student 03:** In easy way, I do not find problems.
- **Student 04:** Sometimes I found difficulty.

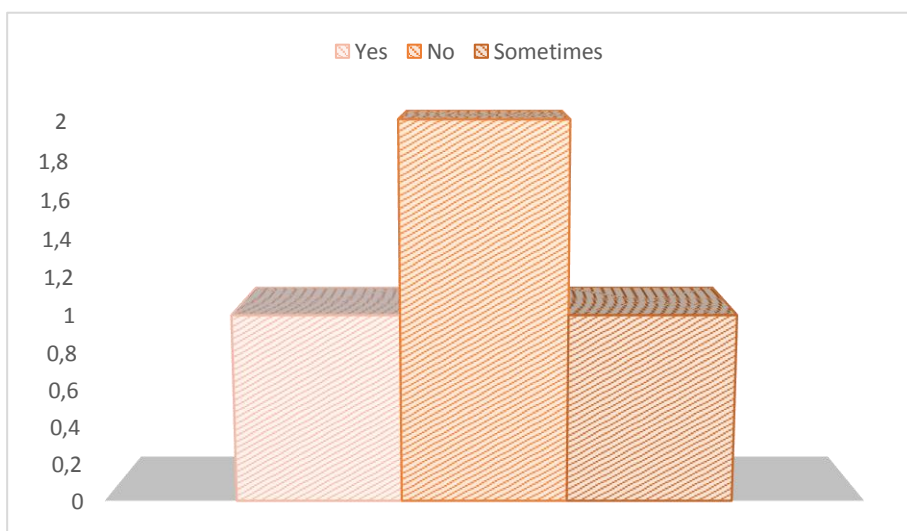
#### item 2. Do you find someone to take you easily?

All the interviewed students claimed that finding someone to take them is easy; they said that the other students always offer help. One students who have visual disability said that sometimes she cannot find someone to help her to reach the classroom or other place.

#### item 3. Do you find problems to reach your class?

Options	Number
Yes	01
No	02
Sometimes	01

**Table 1.15: students' problem in reaching class**



**Pie- chart 1.15: students' problem in reaching class**

The answer of this question is between “yes” and “no”, one student said that he face problems in reaching class. Other two students declared that they have no problems when reaching their class, the last student said that she find some problems when he need to go to his class especially at the beginning of her study.

**item 4. When the classroom is on the upper floors, do you go to study?**

The result of this question imply that all questioned students attend the sessions that are on the upper floors, they go and study as their normal classmates.

**item 5. How do you evaluate the materials used to help you in study?**

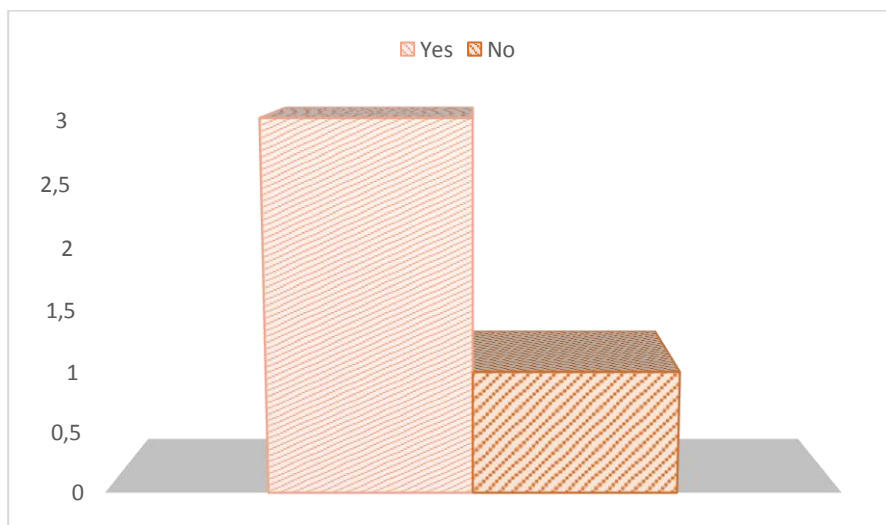
The purpose of asking this question is to discover the opinion of the students who have disabilities about the materials provided to them. Unfortunately, all students declared that there is no materials at all; they do not have any materials that is designed especially to help each student according to his disability.

**item 6. Do you face problems in learning English?**

If “yes” what is these problems

Options	Number
Yes	03
No	01

**Table 1.16: students’ problems with learning English**



### **Pie- chart 1.16: students' problems with learning English**

According to the above table, we can notice that the majority of students (03 of them) face problems in learning English, and only (01) have no problems. Their problems are vary from one student to another; here are the main problems they face in learning English:

- Pronouncing the words, writing, and understanding the meaning of the words.
- Reading books and novels in English.
- Writing essays is very difficult because it took too much time, efforts.
- Using dictionary is a difficult task in learning English.

#### **item 7. How do you see your teachers' techniques in teaching you?**

By answering this question, we find out that teachers have no techniques in teaching special needs students, the majority of students agreed on that. Students said that their teachers do not only use special techniques that is designed to go with their different disabilities, they also have no experience in dealing with such cases. In contrast, one student declared that the techniques some and not all teachers use are acceptable, some teachers read for him and others give him a summary of lectures.

#### **item 8. What do you suggest they do?**

- Teachers should respect our situation and disability and provide help.
- To summarize the lectures.
- Give special and shorter questions in exams.
- Write the lessons with a big writing to be able to see it.
- Typing the lessons on the (micro soft world) instead of (pdf) in order to zoom it.
- Make special place for me especially during exams.

**item 9. Which course(s) do you feel comfortable to learn? Why?**

Options	Favorite Course (s)	Why
Student 01	Written expression	Because the lectures are easy to learn.
Student 02	Academic writing	I learn to express my ideas and to be able to write.
Student 03	Grammar	I like to practice the grammar rules.
Student 04	Literature/theme and version/didactics/psych pedagogy	It gives the ability to understand many things and make me able to be a future teacher.

**Table 1.17: students' favorite course(s)**

**item 10. Which course(s) is difficult for you? Why?**

Options	Difficult course (s)	Why
Student 01	Civilization/written expression/linguistics	-not feeling comfortable with the teachers. -finding problems with students during these lectures.
Student 02	Linguistics	It is complicated
Student 03	Statistics	It contain a lot of mathematics and it need extra efforts to be understand.
Student 04	Linguistics/ culture of the language	It is not easy to answer questions in exams about these two modules.

**Table 1.18: students' less favorite course(s)**

The table above shows the different courses that students find difficulty with, where each student give his own point of view.



**item 11. Are you satisfied with the services introduced by the department of English?**

The answer of this question was unfortunately, as it was expected because students agreed that there is no services at all. The department of English have no services to this category of students, and students do not contact or receive any help or care from them.

**item 12. What solutions can you suggest to improve your situation in the university?**

- Have two or more friends or classmates to help us moving from one place to another.
- Provide us with lectures written in bold.
- Provide us with books and novels written in Braille.
- Improve the department' members with the special rules of disabled students.
- Give simple exams in order not to lose time in reading the long questions.
- Improve the pathways to walk easily without help.
- Provide special transportation to allow students to move safely and easily.
- Change the classes for students who cannot attend in upper classes.
- Spread the culture that students with disabilities can do anything and can be effective members in the university and the society in general.

**3.3.3. Discussions of the findings of the students' interview:**

The analysis of the students' interview revealed that the situation of special needs students in the division of English at Mohamed Khieder University Biskra in not good, because they are suffering from many obstacles. In the first part of the interviews, students explained the type and the reason of their disability, and since when they start to have physical and/or visual problems. The second part of the interview dealt with the students' general problems during class. Students with visual disabilities presented the largest category of students who have problems; these obstacles varied from the inability to see the writing on the board, to the inability to understand the lessons. Another result of this interview is that most of the normal students try to help the disabled one, this by record and/or dictate lessons for them.

According to DS's, teachers play a big role in assisting them; they insist that they have a good relation with their teachers; they respect their disability and try to offer help when they ask for it. This questionnaire revealed also that DS's face difficulties with their exams' questions, where they have the same number and quality of questions as their colleagues which effect on their ability to answer have good marks.

Moreover, in the third part students expressed their disappointed about the absence of the materials that helps them inside and outside the classroom, the lack of materials lead them to have problems in learning English as a second language, which by the end effect their level of study. In addition to that, we ask students who have visual and physical disabilities to suggest some solutions to overcome their problems and improve their level, in order to achieve justice and give them equal chances as their classmates.

## **Conclusion**

The analysis of the questionnaires as well as the interviews indicates that there is an interaction between teachers and disabled students inside and outside the classroom. According to their experience in teaching, teachers declared that they have dealt with students who have different kinds of disabilities. In addition to that, students stated that each teacher treat them in different way; some of them offer help by asking them to participate with their classmates in classroom activities, or allow them to ask help whenever they need it. Whereas others do not help, because of many reasons such as lack of time and lack of materials.

Based on our results, the category of students with visual impairments presents the largest number in the department of English, students belonging to this category suffer from many obstacles during their study; these obstacles prevent them from receiving the appropriate education and it makes them feel frustrated, and consider their disability as a barrier standing in their way of success. Those students require special tools to access information both inside

and outside the classroom but unfortunately, those tools are not available, and the lack or the absence of these tools effect negatively on their achievements.

Disabled students also suffer from the university buildings where they cannot move from one place to another easily, because there is no special slopes and corridors that facilitates their movements. In addition, the absence of elevators makes moving to upper classes very difficult, because this takes time and effort by the disabled student him/herself and their friend (s) who help him/her to move. Moreover, the obtained results showed that both teachers and students gave some recommendations to improve their situation and to give them the help and care they need, since those students have equal opportunities as normal students.

# General conclusion and recommendations

## **General conclusion**

This present research has investigated the situation of a special category of individuals in the division of English at Mohamed Khieder University. This category is known by special needs students. The study has also discussed the main barriers faced by disabled students throughout their study career.

When shedding light on the situation of special needs students, different insightful information have been recorded. The obtained results revealed all the participated teachers in answering the questionnaires' questions have dealt before with students who have disabilities in class. Moreover, we strive that teachers are aware of the different barriers and problems that SNS's have in the English department, and they try to engage them in the classroom activities.

Furthermore, the study showed that special needs students suffer in their educational career, where they found obstacles that prevent them from having an equal opportunities and good educational atmosphere. In addition, the questionnaire revealed disabled students suffer during their exams', because they have the same number and quality of questions as their normal students, this reflect on their achievement and marks.

## **Recommendations**

- When first register at the university, Disabled students should prepare a medical rapport of their disability, in order to explain their needs.
- Disabled students must ask help whenever and wherever they need to facilitate their study.
- Disabled students should declare if they found discrimination from teachers, faculty members, and other classmates.
- Teachers must respect the needs of their students and try to help them.

- Teachers should think about preparing a special exam' questions for those students in order to facilitate their study and to improve their educational career.
- Teachers and disabled students should collaborate to have a good educational atmosphere.
- The English department should find solutions for the student's problems.
- Faculty members should follow certain rules that help students with disabilities.
- The faculty should provide disabled students with the necessary materials that help them.
- The department should give recommendations for disabled students after they graduate, in order to facilitate for them finding a job.

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# Appendices

# Teachers' Questionnaire

**Dear teachers:**

We would be so grateful if you could answer the following questions that helps to collect data and information. Please answer the following questions in order to give your opinion about the situation of Special Needs Students at the division of English, Mohamed Khieder University Biskra.

Will you please tick (√) the corresponding answer or fill in with information where necessary. Thank you for your collaboration.

## Section One: Background information

1- How many years have you been teaching?

.....  
.....

2- What course(s) do you teach?

.....  
.....

3- Have you ever taught students with disabilities in your class?

Yes  No

4- What kind of disability they have?

Visual  Physical  Bod

## Section two: special needs students and their difficulties

5- How do you describe their level of study?

Bad  Average  Good  Very good

6- In your opinion what are the problems disabled students face during study?

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

7- Do you schedule extra sessions for them?

Yes  No

Justify:

.....  
.....

8- Do you ask students with disabilities to participate in class?

Yes  No

Justify:

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

9- How do you deal with them during class?

- Give them special care
- Treat them as normal students
- Others:

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

10- Do you engage them in pair and group work?

Never  Rarely  Sometime  Always

Why?

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

11- Do you ask them to do homework?

Yes  No

12- Do you have any previous experience(s) in dealing with this category of students?

Yes  No

If yes, explain

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

13- Do you follow or have a certain strategy (ies) to introduce the lesson(s) to them?

Yes  No

If yes, explain and give example(s)

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

14- As a teacher, do you think that disabled students have a good educational atmosphere in class?

Yes  No

Justify :

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

15- Special needs students should have equal opportunities as normal students.

Agree  Disagree  totally agree

Justify:

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

16- Do you think that the teachers and the English department gave disabled students their complete rights and care?

Yes  No

17- How do you describe their current situation?

Bad  good  very good

Others:

.....  
.....

18- As a teacher what is your role for disabled students?

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

19- What do you suggest to overcome their obstacles?

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

## The Students' interview

### Part one : Background information

- 1- Age :
- 2- Gender :
  - a- Male
  - b- Female
- 3- type of your disability is It :  
a- total disability      b- partial disability
- 4- Since when you have this disability?
  - a- Since born
  - b- Since childhood
  - c- Since adolescence
- 5- The reason of this disability is:
  - a- Cause of creation
  - b- Cause of illness
  - c- Earned
- 6- Do you use any aids to cope with your disability?
- 7- If yes, what do you use?
  - a- Chairs
  - b- A special car
  - c- Crutches
  - d- Others: .....

### Part two: the compatibility with classmates, class atmosphere, and teachers:

1. Do you participate in classroom activities?

2. Do you face problems during the sessions?
  - If yes, what are these problems?
3. Do you attend all the lectures and classes?
4. How your colleagues deal with you?
5. Do you receive any help from them?
6. How is your relation with your teachers?
7. Do you feel that they do not treat you like your colleagues?
8. Have you received help from them inside and outside the class?
9. Do you have any problems with your exams?
10. What kind of problems?
11. Do you get good marks in your exams?
12. Does your teachers prepare special questions for you in exams?
13. How would you like the exams' questions to be?

**Part three: the university building and study status:**

1. How do you move inside the university?
2. Do you find someone to take you easily?
3. Do you find problems to reach your class?
4. When the classroom is on the upper floors, do you go to study?
5. How do you evaluate the materials used to help you in study?
6. Do you face problems in learning English?
  - What are these problems?
7. How do you see your teachers' techniques in teaching you?
8. What do you suggest they do?
9. Which course(s) you feel comfortable to learn? Why?
10. Which course(s) is difficult for you? Why?

11. Are you satisfied with the services introduced by the department of English?
12. What solutions can you suggest to improve your situation in the university?



## ملخص البحث

تهدف هذه الدراسة الى التحقيق في وضعية الطلبة ذوي الاحتياجات الخاصة في قسم اللغة الإنجليزية بجامعة محمد خيضر بسكرة. مصطلح الاحتياجات الخاصة هو مصطلح يستخدم لوصف الأفراد الذين يحتاجون مساعدة خاصة لإعاقات قد تكون طبية، نفسية، وجسدية.

هذه الفئة من الطلبة قد تحتاج الى نظام تعليمي خاص، أين يستطيعون التحصل على معلومات ومواد مناسبة. واحدة من الأنظمة التي توفر لهذه الفئة هي "التعليم الخاص"، المصمم ليلائم احتياجاتهم.

كفضية عالمية، لدى الأفراد ذوي الاحتياجات الخاصة حقوق كالأشخاص العاديين، أين يمكنهم ممارسة واجباتهم والاستفادة من حقوقهم. احتياجات الطلبة ذوي الاحتياجات الخاصة تختلف عن الطلبة العاديين، ذوي الاحتياجات الخاصة يواجهون تحديات أكثر في حياتهم، هاته العوائق تعيقهم من تحقيق أحلامهم واهدافهم.

لجمع معلومات هذا البحث اخترنا الاستبيان والمقابلة كوسائل. الاستبيان وزع على أساتذة اللغة الإنجليزية، لكن المقابلة التي تحتوي على ثلاثة أجزاء وكل فصل يحتوي على مجموعة من الأسئلة، وزعت الطلبة ذوي الاحتياجات الخاصة.

نتائج الاستبيان والمقابلة أكدت ان بعض الأساتذة يبذلون جهودهم لمساعدة الطلبة من خلال تقديم بعض الحلول لمشاكلهم التربوية. وأيضا أدركنا أن كل من الأساتذة والطلبة يعون المشاكل التي تواجه الطلبة ذوي الاحتياجات الخاصة خلال مسارهم الدراسي في الجامعة.