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Submitted and Defended by  
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## **Techniques of Teaching Foreign languages to Pupils with Special Needs (blind pupils )**

**The Case of Taha Hussein School for the Blind Biskra**

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## ***Dedication***

*In the name of Allah, the Entirely Merciful, the Especially Merciful*

*This work is dedicated to:*

*My mother **Houria** and my father **Taher**, source of my happiness and success in life may Allah bless them.*

*To my beloved sister **RAJA**, my dear brother **Ahmed** and my uncle **Nacer Mecheri** for their love and support,.*

*Also special thanks to my fiance **Aimen Lekita** for his memorable presence and support.*

*My darling best friend **Suissi Abir** , and all my dear friends*

*My family and the ones I love*

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## **Abstract**

The current research aims to explore techniques and strategies that are used by special education teachers when teaching pupils with special needs, the case of blind pupils at Taha Hussein School Biskra .Thus, this study aims at providing a clear and complete picture about special needs pupils, how they receive foreign languages education and difficulties that face learners and teachers in order to help teachers in teaching this category.

This research follows the descriptive method that aims to describe the special education, two data gathering tools were used; an interview was administered to languages teachers at Taha Hussein School during the academic year 2018-2019. Moreover, data was collected by using classroom observation, the results found in the present investigation revealed that the special education teachers face many problem during the teaching process of blind pupils and they use some techniques that are old and inefficient because of the lack of materials and technology and the absence of the body language between teachers and pupils, which would complicate the teaching process. Concerning, the classroom observation percentage of learners (40 %) show a positive reaction to the techniques while the majority are passive.

## **List of Abbreviations**

**VI :** Visually Impaired

**FLT :** Foreign Language Teacher

**IDEA :** Individuals with Disabilities Education Act

**EHA:** The Education for All Handicapped Children Act

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ملخص

## **General Introduction**

Education is a right to all individuals, people with good abilities and even people with poor abilities (people with special needs). Many international human right association defend the right to education for all human, such as UNISCO 1966, The Universal Declaration of Human Right 1946 and many others. Teaching people with special needs is not an easy task it involves specific skills: acceptance, creativity, organization, responsibility and patience from the teachers and they must understand how to deal with special needs students and how to create an effective learning environment for them. Moreover, making a suitable relationship with student with special needs is one of the most important elements in the teaching process for this category that can be done through different ways like: conversations (in the class or online conversation) teaching pupils with disabilities lead the teachers to find, to know and to train about how to deal with this category in order to make the learning process with this category more effective.

## **1- Statement of the Problem**

During the teaching process of people with special needs teachers aware that they will face many difficulties with them .Most of the time those difficulties are: gathering the perfect types of activities, the lack of harmony between student with disabilities and student who have no disabilities, budget problem and many other difficulties .However, teachers of special needs students are aware of this difficulties but they did no trained in how to teach this category ,even many of them do not have background about a special needs education.

Teaching English to special needs students is a very complicated task because teachers may face many barriers with them in writing, reading and in oral session. Creativity, playing plays and watching videos are important elements in foreign language classes but student with special needs cannot get the courses very well like the normal student and they do not have opportunities to practice in many activities in the classroom.

In Algeria students with special needs face many problems in the learning process because of the lack training of teachers .The aims of this study is to know techniques used in teaching students with special needs in order to facilitate the learning process for this category.

## **2- Research Questions**

This research seeks to answer the following research questions:

**RQ1:** What is special education and what are the needs of special education?

**RQ2:** What are the challenges of being special education teacher?

**RQ3:** What are techniques and approaches used by the teachers who work with pupils with special needs?

The present study is exploratory ,it aims to finding out what techniques are implement in special education , for that reason ,no hypothesis were elaborated .

### **3- Research design**

This research consists of a literature review about special education and special education teacher with data collection and analysis. The present study will be conducted using descriptive method which aims to give an idea about what techniques are implement by the teachers of languages (English and French) in special education.

#### **3.1. Sampling**

The participants of our investigation are English and French pupils (with special needs, blinds) and teachers of languages at Taha Hussein middle school Biskra. Our choices based on:

-Teaching and learning languages needs proactive, flexible and creative methods .So how teachers of languages English and French do with disabilities of the students and how student can get all the courses with successful ways.

#### **3.2. Data Collection Method**

This study is built on the following:

- ❖ Classroom Observation (English and French sessions )
- ❖ Teachers Interview (semi-structural ,that is used with the teachers of English and French)

In the present study we deal with this tools because they are practical to gather data, we can pick and choose question of own choice and speedy of results.

#### **4- Significance of the Study**

The current study focuses on the important of special education in EFL classes with students with special needs .This study aims to investigate the techniques and approaches implemented to teach EFL to special needs middle school students.

#### **5- The Structure of Dissertation**

This study is divided into three chapters' .The first and the second chapters represent the theoretical parts, while the third chapter is the practical part of the study.

The first chapter represents a variety of theoretical issues which outline the special needs and its types, definition of education, the special education and needs of the special education .In addition; this chapter includes goals and objectives of special education, special education teacher and its qualities.

The second chapter of this work sheds light on the techniques and methods using in teaching languages for special needs pupils and especially blind pupils. Moreover, this chapter includes definition of brail and difficulties that face teachers in teaching special needs pupils.

The third chapter is the practical part .It provided a descriptive study related to the analysis and interpretation of the data gathered from classroom observation and teachers' interview, analysis, main results and end with a conclusion.

#### **6-Delimitation of the study**

As stated above, the present study is meant to transfer a clear and complete picture about what techniques are implemented in special education. The study was limited to teachers and students of Taha Hussein School at Biskra. However teachers face troubles during the teaching process but they still use the old methods because of the lack of supporting material such as the use of technological devices that may help them.

# **Chapter One**

## **Overview of Special Needs**



## Introduction

### 1. Definitions of Special Needs

### 2. Types of Special Needs

2.1-Monitor Mental Handicap:

2.2-Physical Handicap

2.3 -Serious Emotional Behavioral Peoples:

### 3. Blind Pupils

3.1 The Number of Blind Children in the World

3.2 Individuals with Disabilities education act (IDEA)

### 4. Definition of Education

4.1. Definition of Special Education

4.2. The Needs of Special Education

4.3. Special education programs

### 5-Special Education Teacher

5.1. The Qualities of Special Education Teachers

5.2Become a Special Education Teacher

### 6-Goals and Objectives of Special Education

6.1 Goals

6.2 Objectives

### 7. Difficulties that Faced Blind Pupils in Learning

## Conclusion

## **Introduction**

We all born equal and we all have rights of education. But unfortunately, some of us born with disabilities, in this chapter we will sheds light on this special category. This chapter is include definition of special needs and its type with focusing more in blind pupils .In addition; it tries to reveal the definition of special education , needs of special education and its goals and objectives of it . Furthermore, not all teachers know how to deal with these categories and they may face problems of background knowledge about special education because of that they must have training. In this chapter the researcher provided more information about special education teacher, qualities of special education teacher. Finally, the researcher mentions difficulties that faced blind pupils in leaning.

### **1-Definitions of Special Needs**

The term special needs may have many definitions.A special need is defined as an individual with a mental, emotional, or physical disability; an individual with special needs may need help with: communication, movement self-care and decision-making. (Janell, 2013)

Moreover, a special need can enhance someone's life in the same way it can cause challenges. Someone with special needs may need help with vital activities ranging from movement or communication to making important decisions and taking care of themselves, but teaching diversity from a young age and overcoming adversity with the help of the ones you love can broaden horizons for everyone involved .(Garcia ,2018)

## **2-Types of Special Needs**

A person might be born with special needs or they may develop later in life. Whether someone is born with a special need or they develop this need as they age, he serves to ensure safety and success in life especially within an educational context; there are many types of special needs according to (OECD, 2004, p.135) :

**2.1. Monitor Mental Handicap:** People with mild mental disabilities.

**2.2. Physical Handicap:** People with physical handicap disabilities.

**2.3. Serious Emotional Behavioral Peoples:** With serious behavioral problem.

## **3- Blind Pupils**

Our ability to perceive our world visually is as important as it helpful in learning about everything. As Wade and Swaston declare, “Vision is our dominant sense, we derive most of our information about the world-about where things are, how they move, and what they are-from the light that enters the eyes and the processing in the brain that follows”. (Wade and Swanston, 2001). Moreover, pupils considered to functionally blind when the primary channel of learning through tactile or auditory means .they may use their limited vision to obtain additional information about the environment. (Gargiulo & Metcalf, 2012, p. 117)

Blindness is defined as the state of being sightless. A blind individual is unable to see. In a strict sense the word "blindness" denotes the inability of a person to distinguish darkness from bright light in either eye. The terms blind and blindness have been modified in our society to include a wide range of visual impairment. Blindness is frequently used today to describe severe visual decline in one or both eyes with maintenance of some residual vision .visual impairment refer to loss of vision ,even when an individual person wears corrective lenses ,visual impairment

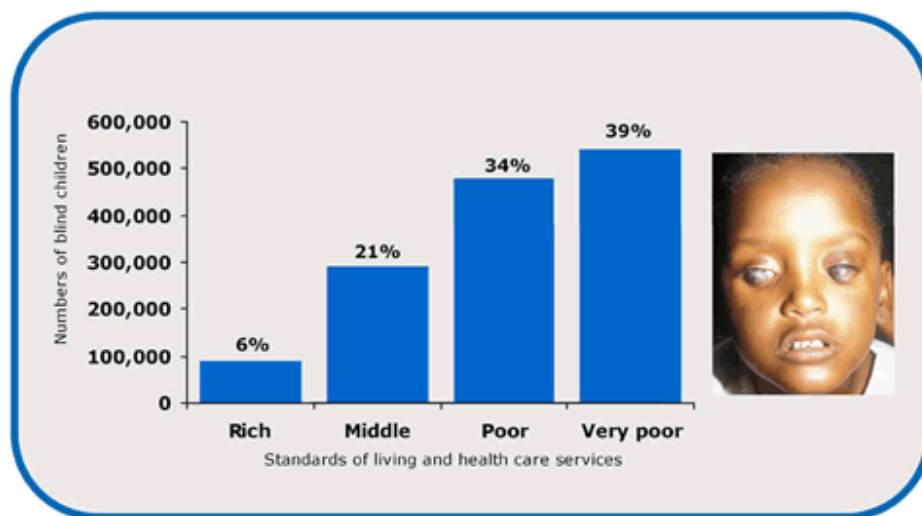
are the reduce vision caused by eye disease ,accident or eye conditions present from birth visual impairment include blindness that even with correction adversely affects a child 's education performance .VI

categorized into blind and the low vision .(Agesa ,2014,p.1)

Students with little or no functional vision for learning are considered educationally blind and primarily use Braille, tactile (e.g., raised maps) and audio resources to access instructional materials. Students who have blindness should receive specific instruction, education and specific teachers.

### 3.1. The Number of Blind Children in the World

According to Community Eye Health Journal the exact number of children blind in the world is not known but it is estimated that the figure is approximately 1.4 million, with up to 500,000 new cases every year. Many of these children die within months after they become blind.



**Figure2.1:** Childhood Blindness Worldwide (<https://www.cehjournal.org/resources/prevention-of-childhood-blindness-teaching-set-full-text/>)

### **3.2. Individuals with Disabilities Education Act (IDEA)**

The Individuals with Disabilities Education Act (IDEA) is an American federal law that regulates the way states and public bodies offer early intervention, special education, and services to those children with different disabilities. (ALKAHTANI, 2016, p.13)

#### **4- Definition of Education**

Many researchers defined the term education but each one of them has its own definition .It can be defined as:

Tanja (1995,p.3) said that" the word education is derived from the Latin word educare which means to bring up there is yet another Latin word ,educare which means to bring forth .Education therefore means both being forth as well as being up." In the same range, she said that "education does not merely mean the acquisition of knowledge or experience but it means the development of habits, attitudes and skills which help man to lead a full and worthwhile life"

"Education is a never ending it starts with the birth of individual and then it goes on till the last day of the individual. Education makes an individual a real human being it is essential human virtue."(Rather, 2004, p. 01)

Education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. (Kumar, 2007, p.3)

Furthermore, According to (Ross, 2013, p. 09) education is not just a tool of good life but it is simply a good and it is dimension of experience something which is characteristic of every human life.

"Education is a product of experience .introduce from birth to death and the agencies that impart education are the school, home, press, radio, television, religion, cinema etc...But life involves constant and continuous modification of experience because at ideas, opinion." (Fry, Ketteridge, & Marshall, 2003, p.99).

From all the definitions above we can said that education is set of learning process that includes different methods that facilitate learning and teaching process. Furthermore; Education is the process of gathering information, knowledge and skills and it is very important in human life and it is started in certain age.

#### **4.1. Definition of Special Education:**

Special education has been defined from different perspectives. First of all, the Education for all Handicapped Children Act (EHA) gave children with disabilities specific legal rights to an education (1975). Until this time, many students with disabilities were not allowed to attend school at all. (Moody, 2012).

(Dhawan, 2005, p. 01) said that "special education refers to the teaching of learning disabled students in ways outside of the norm .This is done by giving students more individual attention than they would normally receive" . In the same perspective, special educational needs is a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that

condition.Reddy (2007, p.24) argued that, 'special education is emerging as one of the important areas of education'.

The editors of Encyclopedia Britannica (2019) called special education special needs education and they believe that "special needs education is the education of children who differ socially, mentally or physically from the average to such an extent that they require modification of usual school practices". A student may require related services, related serves as those that are required to assist a child with disability to benefit from special education. (Bateman & Cline, 2016, p. 12)

Special education, or special needs education, is the practice of educating students with special needs in a way that addresses their individual differences and needs. Special education is the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education (World,2014).

In other words, special education is an education designed for students who have special needs, behavioral problems or physical ones .Special education system is specially designed to help students with special needs in order to face challenges that face them during the learning process and to learn like normal people.

## **4.2. The Needs of Special Education**

Teaching pupils with special needs is not an easy task it needs many point that should taken in consideration, teacher and administration should know all this needs. Special education system has developed through the years; the use of technology is one of the most needs in special education classes because it helps and facilitates the learning process. Moreover; the teacher and the administration should select suitable methods and curriculum that's must acquire the necessary skills in order to help disable pupils.

Deniz, Huseyin, claim that the learning and teaching process should be applied effectively and they also mention some points that should be considered in special education:

- Performance level, characteristics and learning styles of the individual should be considered.
- Use of time should be planned in an accurate way in order to reach the determined target at the end of the time allocated for supportive education.
- Appropriate strategy, method, equipment, tools and materials should be selected in the learning and teaching process.
- The activities applied in the program should be prepared and applied in a gradual manner such as from concrete to abstract, from easy to difficult.
- The language and applied activities in the study should be appropriate for the age and characteristics of the individual.
- Appropriate environments should be prepared for individuals to be able to make effective communications

### **4.3. Special Education Programs**

Education programs founded on and changed by the results of continuous evaluations that include a plan comprising of specific objectives and goals outlined by educational services that



address the needs of the special student. Mamlin (2012, p.8) said that special education programs need to include information about collaboration, including collaboration between teachers, between schools and teachers and among cohorts of candidates.

## **5-Special Education Teacher**

A special education teacher is someone who works with children and youths who have a variety of disabilities. Children with special needs require unique instruction by specially trained professionals to help them achieve their highest potential and strive to progress beyond their limitations. Special education teachers are patient, understanding educators dedicated to giving each individual student the tools and guidance needed to help them maximize success (Sokanu, 2019). In the same range, special education teachers are more likely than other teachers to deal with a host of medical issues, including administering or monitoring medication their student take, and tracking behavioral or other changes resulting from the medication. (Mamlin, 2012, p. 10)

Special education teachers' work hard, their job is demanding and intense, and doing it will require knowledge, skills, persistence, resilience and intelligence. (McCray, Brownell, & Lignugaris, 2014.)

An idea teachers must understand is that students with special needs such as learning disabilities need to be taught differently or need some accommodations to enhance the learning environment. Not everyone learns in the same way. Therefore, Special education teacher is the one who work with students with disabilities. The teachers choose lessons and teach deferent subjects, such as reading, writing, and speaking to special needs pupils. They also teach basic skills like communications.



**Figure 1.2:** Special Education Teacher (<https://www.royalblind.org/national-braille-week/about-braille/braille-facts>)

## 5.1. The Qualities of Special Education Teachers

Pupils with special needs need plenty of attention from their teacher more than the normal pupils. The teachers of special needs should be well trained in how to deal with this category. According to Smith (2006, p.298), teacher training is the “preparation for teaching that enables the trainee to deal with predictable situation in the classroom”

In addition special education teachers commend some qualities in their personality, such as, acceptance: the teacher must accept his student as they are. Organization: he must know how to manage his time and how to organize the classroom activities, creativity: the creativity of the teacher may help pupils to be more motivated in the activities, confidence, calm and helpful that may affect on the personality of the pupils positively. Teaching an individual who is blind or visually impaired might at first glance appear to be a difficult task, however, if the instructor is

aware of circumstances inherent in communicating with learners who have limited or no vision and knows the method used to overcome barriers. (Ponchillia & Ponchillia, 1996, p. 88)

Teachers play an important role in the development of pupils. An excellent teacher can serve as an encouraging role model for pupils during the academic year this is especially true when it comes to special education teachers who work with children dealing with diverse challenges and needs.

## **5.2. Become a Special Education Teacher**

Just as with general education certification, becoming a certified special education teacher allows you to work with a wide range of student ages, grade levels, and abilities. Special Education programs are designed to meet the specific and unique instructional needs of each child. This unique aspect of special education allows teachers to provide aid and instruction based on the students' skill level.

## **6-Goals and Objectives of Special Education**

The goal of special education is to provide pupils with disabilities with suitable services of education within the basic of educations .In order to prepare pupils with special needs to achieve more knowledge and skills, the teacher and administration should determine goals and objectives in advance, there are some goals and objectives mentioned in (Valley Central School District, 2002)

### **6.1. Goals**

- To provide a free appropriate educational program and as necessary, related services for each child with a disability requiring special education.
- To provide activities that foster social development and, to the maximum extent possible, assimilation into regular school and community activities.

## **6.2. Objectives**

- To provide to each resident preschool child, identified as having a disability, the opportunity to participate in an approved preschool program within a reasonable distance from the child's home, or to receive the appropriate related services.
- To provide a coordinated and comprehensive instructional program from kindergarten through high school.
- To provide appropriate related services to students with disabilities as needed.
- To encourage parental involvement and understanding of special education programs.
- To provide appropriate vocational services to students with disabilities.
- To provide Transition Services and develop a post secondary school plan for each student with a disability.

## **7-Difficulties that Faced Blind Pupils in Learning**

Blind pupils during the learning process may face many challenges and difficulties that affect on their educational level .We will mention some of those difficulties:

Making friendships in the classroom during the learning is very important to any student in order to get help from each other's by sharing information, courses and documents this may facilitate learning but the lack of harmony between normal pupils and blind pupils may cause many difficulties in making friendship between them .

(Agesa, 2014, p. 185) stated that "learners with visual impairments who are totally blind have difficulties in making lasting friendships due to of the lack of non-verbal communication." She said also that "handicap limits the blind persons in his mobility so that he cannot change his surrounding and secure opporuni9ties for observation and activities as seeing persons can do normally."

From the results of discussion done by European Journal of Research in Social Sciences (2012) with blinding students, the students said that they face challenges in accessing the print modules or e-resources. In the same perspective, (Chulam F et al 2004) as cited in academic research international (2014), they also found lack of suitable computer programs like JAWS (JAWS, Job Access With Speech ) this software has not been installed in the computers which has created great difficulty for student with visual impairment.

A JAWS is the world's most popular screen reader (What is a screen reader? A screen reader is a software program that enables a blind or visually impaired user to read the text that is displayed on the computer screen with a speech synthesizer or Braille display), developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse. JAWS provide speech and Braille.

In addition, (Haugann, 1987) conducted a study on exploring the problems of students with visual impairment in institutions of higher education. The results of the study reflected that counseling services were not available to students with visual impairment. Braille printed books were available in a short quantity. There was a lack of visual readers. Moreover, students with visual impairment were facing difficulty in adjusting to university life. Teachers did neglect their specific problems. The difficulties in taking exams and problems in utilizing transport also existed.

It is quite evident from all above that blind students face many barriers during their education like the lack of materials, printed material, computer and audio topic .However many studies have shown that blind pupils have practicing difficulties in many activities in the classroom like the normal pupils that will affect in their ability in learning new information that help them in their education.

## **Conclusion**

This chapter shed light on special needs and its types. Furthermore, it has dealt with learning disabilities and tried to give a glance on the ordinary and special educational system.

The researcher tried to explain also special education and the needs of it, goals and objectives of special education besides it we tackled a brief information about special education teacher and its qualities that any teacher of special needs must have such us : patience ,organization and acceptance .

Blind pupils may face many difficulties in learning that effect in their learning we review in this practical chapter some of this difficulties.

# **Chapter two**

**Techniques used in Teaching**

**Special Needs Pupils**





## Introduction

### 1. The Braille

#### 1.1 How was Braille invented?

1.1.1 Braille used

1.1.2 Uses of Braille

1.1.3 What does Braille look like?

#### 2-Strategies for teaching special needs pupils

##### 2.1 Teaching Strategies

2.1.1-Control of a task

2.1.2-Use a Combination of Direct Instruction and Cognitive Strategy Instruction

2.1.3-Teaching in Small, Interactive Groups

2.1.4-Using “Think Aloud” Techniques

2.1.5-Advanced Organizers/Activate Prior Knowledge

2.1.6-Teach Self-Regulation and Self-Monitoring

2.1.7-Extended Practice and Application of Skills/Concepts:

2.1.8 -Use Technology and Other Learning Tools

2.1.9 -Present Learning in Multiple Ways

#### 3-tips for teaching blind pupils

3.1-Explain any visuals

3.2-Always give oral instructions

3.3-Ask students to clap to ask a question

3.4-Provide tactile learning experiences

3.5-Address all students by name

3.6-Give visually impaired or blind students' additional time to complete work

4-Teaching Languages for Blind Pupils

4.1. Tips for Teaching Languages for VI Learners

4.1.1 Model appropriate language

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5. Main difficulties encountered by VI learners in learning languages

5.1. Verbalism

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5.3 Excessive Questions

5.6 Sustaining Conversations

6. The pupils' parent

Conclusion

## **Introduction**

Teaching special needs class is very complex process the teacher must know how to deal with this category .this category need specific strategies and technique during the learning process unlike the ordinary pupils. This chapter introduces more information of the brail and it tries to reveal strategies and techniques for teaching special needs pupils with more emphasize in techniques using in teaching blind pupils. As we must deal with teaching languages , the current chapter the researcher gather some strategies that is use in teaching language for blind pupils .learning languages is not an easy task ,learners may face many difficulties during learning languages , this chapter mention some of this difficulties .

# 1-The Braille

According to article of National Braille Week (2019)

## 1.1. Braille Invented

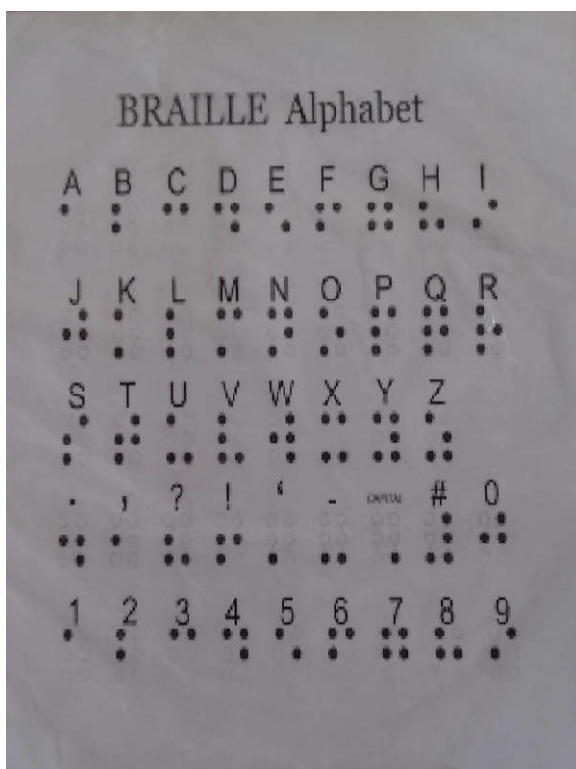
A wide variety of methods were tried to enable blind people to read and write independently. Most were methods using raised print letters. The prevailing belief for why the Braille system invented by Louis Braille was successful, when other methods failed, was because Braille was based on a relational method of dots, specifically designed to be identified with the fingertip, rather than being based on symbols devised for visual recognition. The other advantage was that Braille could be written by blind people completely independently.

The Braille code has undergone continuous modification over the years, particularly through the addition of contractions for words which appear frequently in English. The use of contractions allows for faster Braille reading and helps to reduce the size of Braille books. Since its development in France by Louis Braille in the early 19th Century, Braille has become an effective means of communication and a proven avenue for achieving and enhancing literacy for people who are blind or visually impaired.



**Figure 2.1:** Louis Braille (<https://www.royalblind.org/national-braille-week/about-braille/braille-facts>)

Braille is a tactile reading and writing system used by blind and visually impaired people who cannot access print materials. It uses raised dots to represent the letters of the print alphabet. It also includes symbols to represent punctuation, mathematics and scientific characters, music, computer notation and foreign languages.



**Figure 2.2:** Braille Alphabet



**Figure 2.3:** Braille Slate

### **1.1.1. Braille used**

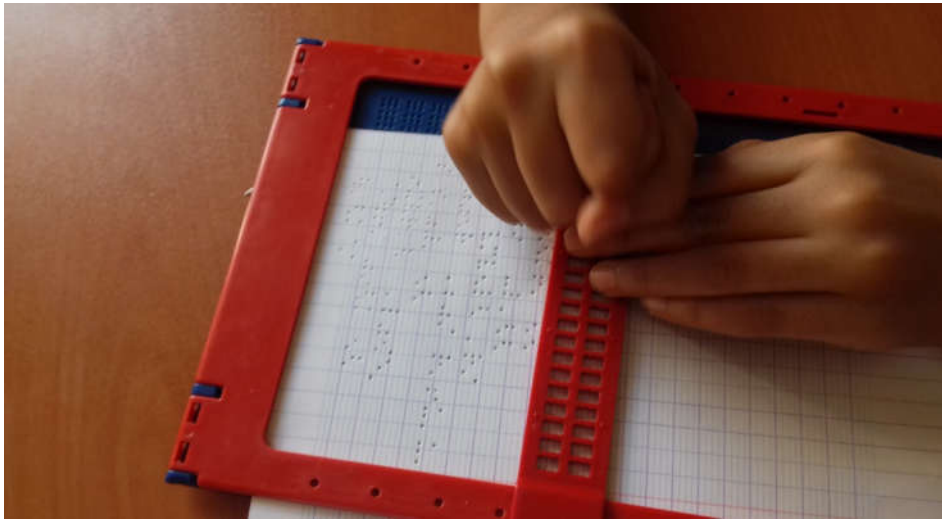
Braille is not a language. It is a code by which all languages may be written and read. Through the use of Braille, people who are blind are able to review and study the written word. It provides a vehicle for literacy and gives an individual the ability to become familiar with spelling, punctuation, paragraphing and other formatting considerations.



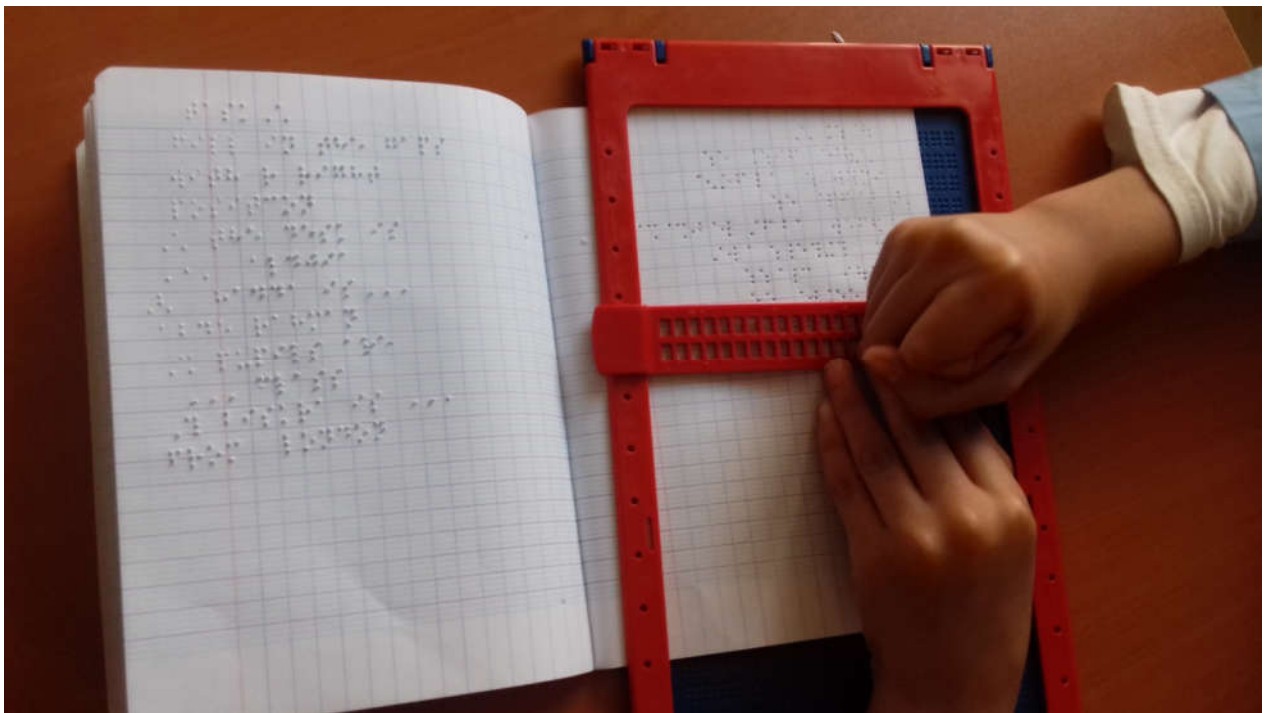
**Figure 2.4:** Braille Slate and Stylus

### **1.1.2. User of Braille**

Braille is used mainly by people who are blind or deaf blind. It is critically important to the lives of visually impaired people as the ability to read and write in Braille opens the door to literacy, intellectual freedom, equal opportunity, and personal security. Teachers, parents and others who are not visually impaired tend to read Braille by sight rather than by touch



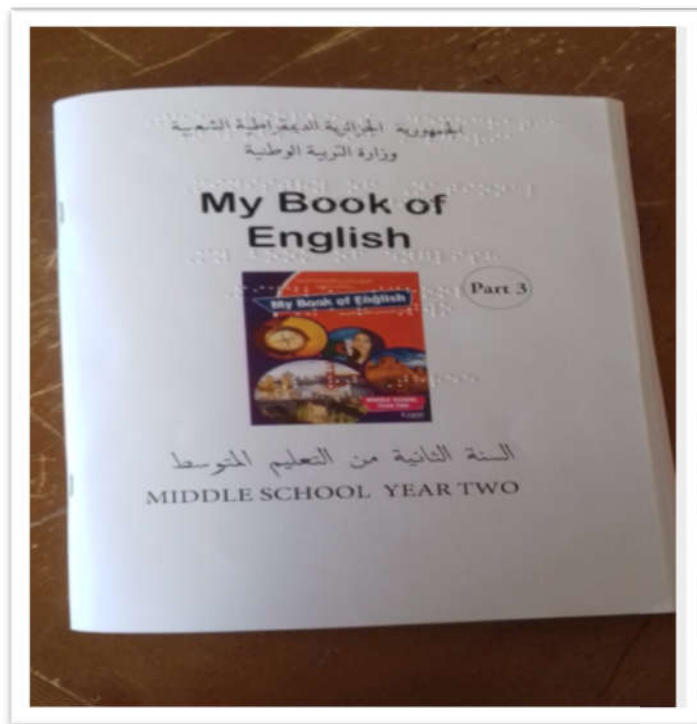
**Figure 2.5:** Braille user



**Figure 2.6:** Braille user

### 1.1.3. Braille Symbols

Braille symbols are formed within units of space known as Braille cells. A full Braille cell consists of six raised dots arranged in two parallel vertical columns of three dots (like the number 6 on a dice). The dot positions are identified by numbers one through to six. 63 combinations are possible using one or more of these six dots. Cells can be used to represent a letter of the alphabet, number, and punctuation, part of a word or even a whole word.



**Figure 2.7:** Cover Page of Braille Book





**Figure 2.8: Braille Book**

## **2-Strategies for Teaching Special Needs Pupils**

First of all, to meet needs of everyone in special needs class the teacher must follow specific strategies that enhance their learning process. Special needs pupils are not pupils who are unable to learn but they need different strategies.

Effective teachers make sure that they find out which students are having difficulties and they try to respond to their needs as early as possible. Effective teachers do all what they can to stop small problems becoming very big problems that are much harder to address. The longer the time that students experience difficulties at school, the greater the effort that is required to eliminate or reduce the problem.

August, Frost, Hulum, Koroma & Pokana, (2019, p.24), mention some teaching strategies:

## **2.1 .Teaching Strategies**

Major considerations for teaching students with learning difficulties are:

- Use direct, explicit teaching to teach reading, writing, spelling and mathematics.
- Build up the confidence of students by starting with easy tasks that they can already. Do, move ahead gradually, introducing harder material very carefully.
- Monitor students' work regularly and carefully so that you know when students are experiencing difficulties and you can respond quickly.
- Teach skills in practical, meaningful ways, and use concrete materials frequently.
- Give plenty of attention to phonics and decoding strategies in reading, as well as swapping beginning sounds, ending sounds and middle sounds in words, clapping out the number of sounds and syllables in words). However, if a student has a hearing impairment, place more emphasis on sight-word approaches to reading as Students with a hearing impairment may not be able to hear some sounds in words, even at close range.
- Provide plenty of practice and revision of skills and knowledge.
- Use peer tutors and parent helpers to provide extra instruction and practice.

Moreover, (Vaughn, Bos and Schumm, 2007; Marzano, et. al., 2001; Tomlinson and McTighe, 2006) have mentioned some general strategies for teaching student with learning disabilities:

### **2.1.1. Control of a task**

- ✓ Teach at the student's instructional level.
- ✓ Sequence from simple to complex.
- ✓ Maintain high levels of student success.

- ✓ Adjust the work load as many students work at a slower pace.
- ✓ Provide time extensions for tests and large projects.
- ✓ Divide work into smaller sections.

### **2.1.2. Use a Combination of Direct Instruction and Cognitive Strategy**

#### **Instruction**

- ✓ Use a highly sequenced format with lots of immediate feedback.
- ✓ Use the following teaching sequence:
  - Obtain student commitment
  - Identify target skill/concepts
  - Pretest
  - Teach in multiple ways
  - Model
  - Rehearse/Practice
  - Role-Play
  - Provide feedback
  - Post-testing
  - Follow-up-Reteach as needed

### **2.1.3. Teaching in Small, Interactive Groups**

- ✓ Use flexible grouping.
- ✓ Use cooperative learning.
- ✓ Use peer assisted strategies (e.g., cross-age, same-aged and peer tutoring) .
- ✓ Teach in small groups of less than 6 students.
- ✓ Teach group processing and social skills.

### **2.1.4-Using “Think Aloud” Techniques**

- ✓ Modeling with instructional conversation how you are completing the task and processing the information.
- ✓ Comment on or make visible thought processes and learning processes such as finding the main idea.

### **2.1.5. Advanced Organizers/Activate Prior Knowledge**

- ✓ Use visuals that let students know where they are going in a unit or lesson and orients them to the tasks ahead.
- ✓ Teach students to listen for the cue to use the advanced organizer and how to use it to study.
- ✓ Use it to activate background knowledge.

### **2.1.6. Teach Self-Regulation and Self-Monitoring**

- ✓ Have students keep track of their understanding and progress.
- ✓ Ask students questions about their learning and progress.
- ✓ Have student graph their own progress.
- ✓ Have students set goals and monitor them.

### **2.1.7. Extended Practice and Application of Skills/Concepts**

- ✓ Provide more guided practice with teacher feedback.
- ✓ Manage classroom time to provide more time for some students to practice (e.g., reading and writing workshops, individual conferences, review sessions) .

### **2.1.8 .Use Technology and other Learning Tools**

Allow word processing and spell checking.

- ✓ Use dictation software.

- ✓ Use speech synthesizers and software to have the computer read to students.
- ✓ Use audio books.
- ✓ Use drill and practice programs for extended practice in a game format.
- ✓ Use calculators.
- ✓ Use handheld devices.

### **2.1.9. Present Learning in Multiple Ways**

- ✓ Use video and other visuals.
- ✓ Use internet sites.
- ✓ Use drama, music, and the arts.
- ✓ Use demonstrations and simulations.
- ✓ When lecturing, stop so that students can work in pair to make sense of the information.
- ✓ Use maps and graphic organizers to show the relationships between ideas.
- ✓ Use analogies, metaphors and examples from real life.

Finally, it is clear that special education has specific and individual plan, pupils with special needs must receive special program from a special teacher in order facilitate the learning process.

### **3-Tips for Teaching Blind Pupils**

First, Vision play a vital role in school learning and it is essential that the teacher understand the visual abilities of his students. Blinds pupils have many problems in learning because they have difficulties in spellers they cannot recognize the patterns in word or to picture words.

According to Russott, Shaw & Jay Spungin (2004,p.01) when the teacher work with a visually impaired student ,the teacher need to :

-Find out information about your students visual impairment and how it affects his or her learning.

-Provide support to the student who is visually impaired alone or with small groups of students, using materials, plans, and strategies' developed by educational team members.

-Prepare teaching materials in formats such as large print or Braille (Braille is a tactile writing system used by people who are visually impaired. It is traditionally written with embossed paper.) that can be used by visually impaired students.

WikiHow editors (2019) mentioned that the main priority of teacher is to insuring that all of his students have all opportunity to access learning material and succeed in his course .In addition ,this article mention some teaching strategies to teach blind pupils:

### **3.1. Explain any visuals**

When you are teaching a visually impaired or blind student, it is important to clearly explain all visual materials. For example, if you are showing a picture to illustrate a point, you should describe the image. You could say something like “I have put a picture of Queen Elizabeth I on the board to illustrate the way she was depicted. She is wearing a large gown with a lot of detailed embroidery. This demonstrates her wealth and power.”

You should also get in the habit of dictating what you are writing on the chalkboard or whiteboard. These way students who are unable to see the board can still follow along with the material and take notes

### **3.2. Always Give Oral Instructions**

Do not provide your students with a handout that contains assignment instructions. Visually impaired or blind students in your class may have difficulty seeing the words and learning what is expected. Instead, you should always give oral instructions for every assignment and activity.

### **3.3. Ask Students to Clap to Ask a Question**

Many classrooms rely on visual cues in order to ask questions or get the teacher's attention. It is very traditional for students to raise their hand if they want to speak during a lesson. Visually impaired or blind students may not notice when their peers raise their hands. Instead, you should replace visual cues with audio cues.

### **3.4. Provide Tactile Learning Experiences**

When you are teaching a class with visually impaired or blind students, you should try and incorporate tactile learning experiences whenever possible. For example, instead of talking about rocks and showing images of different types of rocks, you should actually have physical rocks available in the classroom for the students to touch and handle.

### **3.5-Address all students by name**

Students who are visually impaired or blind may not always know who is talking. As a result you should always address students by their name when you call on them to answer or ask questions. This way the student who is visually impaired can learn to identify their peers based on the sound of their voice

### **3.6. Give Visually Impaired or Blind Students Additional Time to Complete Work**

In some instances visually impaired or blind students may need extra time to complete their assignments and tests. This is typically because reading Braille or using some form of technological aide can take additional time.

Although you want to give an appropriate amount of time for visually impaired or blind students to complete their work, you do not want them use their vision as an excuse to hand in work late. Set deadlines and make sure they stick to them.

## **4–Teaching Languages for Blind Pupils**

The acquisition of a foreign language has unique features and values for all students. This is of particular importance when it comes to students who are blind as the foreign language can be characterized as the path to education that strengthens the learner's capacity. (Ágnes, 2004, p. 10)

Many studies mention that teaching blind pupils' language is not an easy task; the teacher must follow the appropriate method to access the learning process. Bellow we will list some tools and devices that want to consider having available for via language learners.

### **4.1. Tips for Teaching Languages for VI Learners**

According to the educational website for learners and teachers of English (English club), they mention some tips in order to teach languages to VIL:

- Check in on them regularly to see if they need help, but only provide help they request.
- Assign a mobility helper if needed.
- Speak directly to the VI student, not an assistant.
- Minimise background noise.
- Eliminate physical objects in aisles and doorways and reduce overall clutter..
- Highlight all main points of a lesson orally.
- Identify name of student who is speaking.
- Share videos ahead of time so that VI learners can preview.
- Provide a larger work space or table to accommodate laptop or other tools.
- Discuss how students want to receive feedback and assessment.
- Use a designated seating plan and encourage other students to get to know VI student.

Moreover ,additional strategies would be helpful to the teacher teach blind pupils languages (Seng ,2011)said :

- Used talking books and taped dialogues for reading comprehension lessons.



- Use real objects in my lessons. I brought in kites when the reading passage was about kites.
- -Took my students to the kitchen and we had a lesson on how to prepare sandwiches and how to make tea.
- -took my senior students to a lower court to record the proceeding of court cases. -Was able to do all these things because there were usually only eight to nine students in a class.

On the other hand, Blind students may be visually impaired but their other senses are intact, so teachers of the blind should utilize the other senses. Learning a language is very much tied up with culture, exposure and experiences. Blind students may not be able to acquire exposure and experiences the same way as sighted students. So teachers of the blind may have to do a little more than other teachers. Bring experiences and exposure to the blind students.

To encourage the student to develop language, it is very important for the student to be exposed to good language models in an active learning environment in order to get success in their learning process. Bellow we will mention some strategies that can help a student develop their language skills:

#### **4.1.1. Model Appropriate Language**

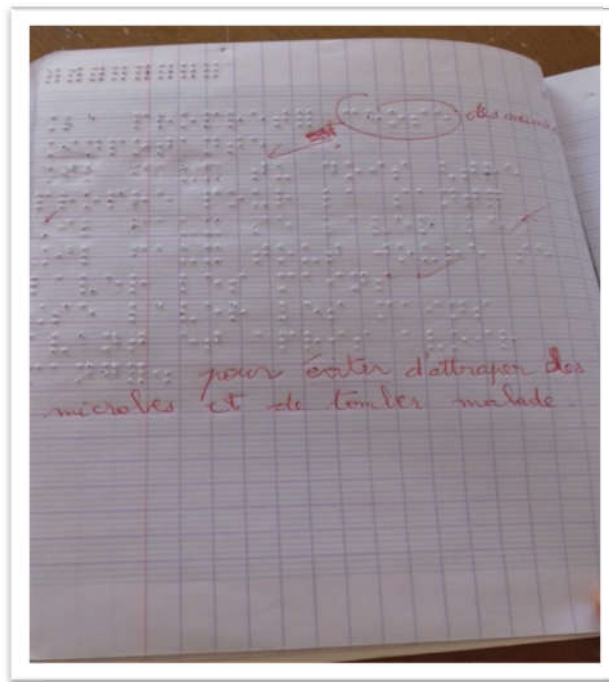
Willings (2019) mentioned some models:

- Practice turn taking.
- Teach through units that help students understand topics and integrate skills.
- Provide students choices within the activities.
- Develop a routine to help the student anticipate transitions and build language.
- Embed language into all the student's experiences.
- Find ways to help the student participate in all activities.

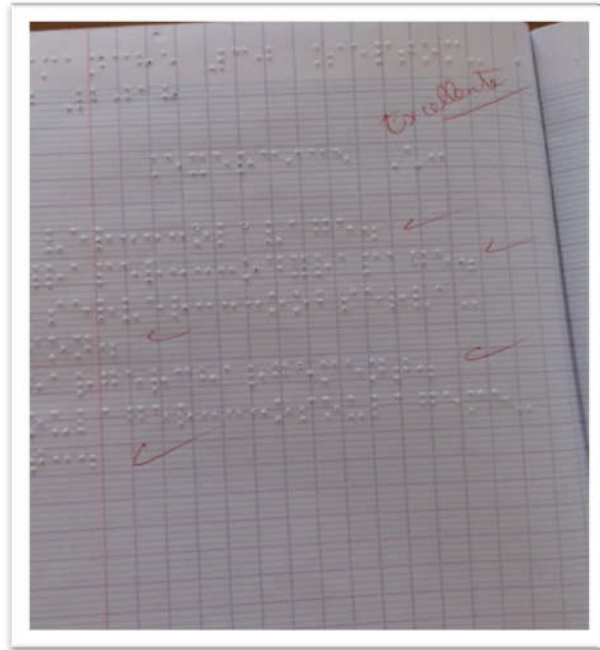
## 4.2.2. Testing Blind Pupils

Designing courses and learning experiences require faculty to determine how they will evaluate student learning and how they will calculate and assign grades. (Billings & Halstead, 2015, p. 169). Blind pupils can be tested in the same way as normal pupils' but they will need more time to complete the tests and more care and help from the teacher.

Moreover, Students who are blind or visually impaired usually require alternative examination arrangements. The usual assessment format may need to be modified to achieve the assessment objectives. Clarity about the latter will be very helpful in determining acceptable modifications, which will be different for different types of assessment, or for different parts of the assessment, e.g. a student may be considerably disadvantaged by part of an exam paper with a heavy concentration of text, such as multiple choice questions, but have no additional difficulty in reading and understanding brief essay titles.



**Figure 2.9:** Correction of Test (French Module)



**Figure 2.10:** Correction of Exercise

## **5. Main difficulties encountered by VI learners in learning languages**

Among the different kinds of difficulties encountered by VI learners, some are directly related to the teaching methods implemented in the partner countries. These include:

- The teaching approach: lack of skilled teaching staff, staff unaware of specific needs; sighted-based courses; aural tools; lack of digitalized books.
- The organization of teaching: composition of groups, scheduling of classes.
- Poor or no Braille skills may influence negatively the process of learning a foreign language, or even prevent the student from participating in the lesson

The scholars believed that VI pupils may face many language problems that it is common and it may cause the fail of the pupils in the class. (Willings, 2019) pointed out variety of problems could face pupils: verbalism, echolalia, difficulty with pronouns and frequent questioning:

## **5.1. Verbalism**

It is common for a student to talk about people, objects, and events without having the understanding of the concepts. This is because they haven't had the experiences related to the topic, but has heard others talk about the said topic.

In addition ,verbalism is defined as lack of meaning of visually impaired children's word, whereas, visually oriented verbalism existed when a child employed a word referring to color or brightness to define the name of a given object from a list. Verbalism has been mentioned as a definite problem in the literature on the education of blind, through the available research was scanty and incomplete. (Ranganathan, 2014, p. 1259)

## **5.2 Echolalia**

Many students who are blind or visually impaired learn to talk by echoing or copying phrases or sentences even if they do not understand it. They may echo what they just heard, or have delayed echolalia where they repeat language heard earlier in association with a particular subject or event. Speech and Language Pathologists can evaluate and determine if the student needs support and assistance in developing their language comprehension.

Again, using concrete experiences can help a student understand language and using a consistent schedule can help a student feel structure and organization allowing them to anticipate the activities. Help expand on the students' language and model language.

## **5.3. Excessive Questions**

Many students with visual impairments ask excessive questions. This can be inappropriate to the conversation or inappropriate within the social context. Students need to learn when it is appropriate to ask a question, and when they need to listen for an appropriate

time to ask it. Students who ask questions for comfort and reassurance of another person's presence should be encouraged to express their feelings directly rather than through questioning.

### 5.6. Sustaining Conversations

Students who are blind or visually impaired also can have difficulty sustaining conversations. They can tend to focus on their own interests and not appear to have an interest in others. Students may need explicit instruction in participating in conversations. It is challenging for many pupils with visual impairment to listen to and stay track with conversation (Pogrud, Fazzi, & Blind, 2002, p. 146)



**Figure 2.11:** Blind pupils' material

## **6-the pupils' parent**

According to NCSE (2014,p.15) parents are often very concerned about whether it is best for their child with special educational needs to attend a mainstream school or a special school or class. In making this decision, it is helpful to think about which setting is most suited to your child's individual needs and the quality of education that can be provided for your child within that setting. A range of factors should be taken into account such as:

- ✓ Your child's needs
- ✓ Your child's best interests
- ✓ Your own preference
- ✓ The needs of other children in the school setting.

Regular communications between the parents, teacher and child is critical in maintaining continuity of treatment with an effected child. (Lougy, DeRuvo, & Rosenthal, 2009, p. 130). The parent must provide help for visual Impaired student and they should have eye contact and more care time.

## **Conclusion**

In short, this chapter has mentioned definitions of the Braille and a number of strategies and techniques used by the teacher to teach blind pupils. Hence, these strategies could be used in teaching language as well as in teaching English language .we dell also with some difficulties that may blind pupils in the learner process. In addition we discussed the important of role parent during the learning process and how to test blind pupils.

The following chapter is the practical part .it provides statistical study related to the analysis and interpretation of gathered data, which are used for some of teachers of special needs pupils.

# **Chapter three**

## **Field Work**





## Introduction

### 3.1- Research Design

#### 3.1.1. Choice of the Method and Data Gathering Tools

#### 3.2.1 Population and Sampling

##### 3.2.1.1 Student and Teachers

### 3.2. Teachers' Interview

#### 3.2.1 Administration of the Interview

#### 3.2.2 Description of the Interview

#### 3.2.3 Interview's analysis

### 3.3 classroom observation

#### 3.3.1 Aim of classroom observation

#### 3.3.2 Administration of classroom observation

#### 3.3.3 Description of The classroom Observation

#### 3.3.4 Classroom Analysis

### 3.4- The main results of the analysis.

## Conclusion

## **Introduction**

The current chapter is devoted to discuss, to describe, and to analyze the data collected from the data gathering tools that were used in investigation. It provides a statistical study that related to teachers attitudes in Taha Hussein School, and aims at working on what are techniques and approaches used by the teachers to teach pupils with special needs (blind pupils) .this study is conducted with number of answers and attitudes collected from teachers' interview and the classroom observation.

### **3.1- Research Design**

#### **3.1.1. Choice of the Method and Data Gathering Tools**

The nature of the research problem determines the choice of the method. In other word, the method of this research is descriptive this method is used to give a real image about special needs pupils (blind pupils) and work on what are techniques and approaches used in teaching this category

#### **3.2.1 Population and Sampling**

##### **3.2.1.1 Student and Teachers**

The case Taha Hussein School at Biskra School of blinds pupils and teachers, Concerning the teachers, the sample has been taken from teachers of English and French at Taha Hussein School of Biskra .four (04) teachers were taken from this school.

#### **3.2. Teachers' Interview**

Teachers' interview is the first tool for gathering data .it has conducted with four teachers' .On other words, the interview is semi-structured interview ,some teachers have no time for recording or they do not want .thus some of it is done with written and we translate question from and into French.

### **3.2.1 Administration of the Interview**

Teachers' interview is designed and administrated for English and French teachers at Taha Hussein School for blind pupils at Biskra .A sample of four (04) English and French teachers has been selected .all the question were answered.

### **3.2.2 Description of the Interview**

This interview has been conducted to get more information through the teachers' attitudes in teaching blind pupils and to know what are techniques that they use in teaching blinds pupils, it consist of 16 questions .This interview would be helpful for the study .

### **3.2.3 Interview's analysis**

**Question 01:** What motivate you to work in this special school?

**Teacher 01:** I have no motivation .I work only for the sake of work. (Ordinary teacher)

**Teacher 02:** I belong to this category, so I want to work in this special school (VI teacher).

**Teacher 03:** Just for work (Ordinary teacher).

**Teacher 04:** I want working with this category, because I belong to them (VI teacher).

The aim of this question is to know if the teacher wants to work in this special school or not.

**Question 02:** How do you define the term" special education"?

**Teacher 01:** No answer (Ordinary teacher)

**Teacher 02:** special education is like the normal education but with special adapt means in terms of book and special materials. (VI teacher).

**Teacher 03:** special education is an education that deals with special needs people. (Ordinary teacher).

**Teacher 04:** like the normal education but with specific materials (VI teacher)

This question aimed to know how teachers see the special education and how they define this term. Answers show that all define the special education in the same way.

**Question 03:** In your opinion what are the benefits of this school?

**Teacher 01:** it is a good space for special needs student.

**Teacher 02:** the benefit is the limited number of the student.

**Teacher 03:** we have material that helps blind pupils in learning.

**Teacher 04:** it is a good atmosphere for blind pupils.

**Question 04:** what are the basics of being special education teacher?

All teacher declared that to be special needs teacher is not an easy work and it can be be challenging , so special education teachers need to be organized, inspiring, patient, calm, and accepting.

**Question 05:** in your point of view what are the specific objective of this special school?

Most teachers said that the most important objective of this school is to make the learning process easier to this category, because they have the right of a good education like the normal pupils

**Question 06:** have you ever had professional development in the area of special education?

-Two teachers: Yes

-Two teachers: No

The aim behind this question is to see whether the teachers are aware about the special education or not, the result maintain that some of them have training and the other they only have training in how they use the brail.

**Question 07:** What difficulties faced you in teaching blind pupils?

Based on what the teachers provided, they all have the same difficulties:

The lack of books (Braille books) and they receive late the books another problem in timing because Braille writing takes longer time, the lack of the dictionary and the lack of copybook.

**Question 08:** Do you like with this category? Why?

All of them say yes. Because I belong to this category (VI Teacher), they are kind (ordinary teacher)

**Question 09:** In your opinion what are needs of pupils of special needs during the learning process?

All teachers said the most important needs are the good relationship between the teacher and the VI student.

**Question10:** What are the tools do you implement in the class?

The question aimed to know the tools using in teaching special needs pupils

Like: brail books, brail slate, audio material.

**Question11:** What are the techniques you use in teaching blind pupils and why?

All teachers relied on reading, listing, guided activities, and they said also that they repeat the information more than two times because the pupils do not see the body language of the teacher. In addition teachers use the audio material.

**Question12:** What is the most effective one?

All the teachers have noticed that the most effective method is teaching by using the audio materials, they said the pupils respond positively to the lesson when they use the audio materials.

**Question13:** What about coordination with other teacher?

Some teachers said that there is no coordination between teachers because of the limited number of them and other says that that they have coordination with each other.

**Question14:** Do you have any contact with the parents of your pupils? If yes how many times?

All teachers stated that the majority of the parent takes care about their children and they come to school monthly.

**Question15:** What about developing computer skill?

One of the teachers (blind teacher) teaches pupils English and in the same time teaches them the computer.

**Question16:** What are you recourse?

All teachers said that they use the same book of ordinary school.

### 3.3 Classroom Observation



**Figure3.1:** Classes of Taha Hussein School Biskra

#### 3.3.1 Aim of Classroom Observation

As second tool in gathering data and for the sake of transfer events as it is in the real situations. Classroom observation was planned to know all techniques using in teaching pupils with special needs (blind pupils) in Taha Husien in BISKRA.

#### 3.3.2 Administration of Classroom Observation

Classroom observation has been planned and administrated for English and French classes at Taha Hussein School to have a clear insight about the teaching.

#### 3.3.3 Description of the Classroom Observation

After getting the official authorization we started our work. The observation of each teacher 1houre in language classes at Taha Husien School in Biskra .we planned to observe classes ,this observation help us to reflect and observe the teaching process and to know techniques and materials used during the session .



### 3.3.4 Classroom Analysis

First, the researcher observes the classroom only (non-participant).during the observation the researcher remarked that:

<b>1*Classroom Criteria</b>	<b>The Researcher Observation</b>
-Classroom area	-Large space with big windows, table, desk and no board.
-Number of pupils	-Small number from five (05) to seven (07).
-Classroom Arrangement	- Good Organization ( one pupils in the table)

<b>2*Teaching Method And Techniques</b>	<b>The Researcher Observation</b>
-The use of technology	-The teachers rarely use the technology during the session.
-Teacher talk	-The teacher talk is based on repetition. Because of the absence of the body language. Writing with brail takes more time teacher dictate the lesson slowly.
-Relationship	-Strong relationship between the teacher and pupils because of limited number of the pupils in the class. -Strong and good relation between pupils and they help each other
-Type of recourses	-Only books ,the books that it send from the ministry of the education like books that teachers use in the ordinary school but with the Braille writing
-Teacher preparation	-Good preparation, all teachers prepare the lesson very well and they start their lessons with reviewing of the previous lessons.

In addition, this observation has clear picture about how teaching process is gone in such classes, besides approaching to the challenges and difficulties that face the teacher. The first challenge that faces the teacher is timing because writing in brail takes more time .Moreover; pupils cannot see the body language of the teacher so they do not understand rapidly, the lack of materials is one of the biggest problem that face the teacher . Teachers Lesson plan is based on listening and writing (brail writing) and reading and speaking were absent.

The investigator has noticed that at the beginning of each session, the teacher presents the previous lessons then he started the new one, the teacher dictates the rules and the pupils write it in their copybook. Additionally, pupils behavior differ from one to another like ordinary class ,some of them participate and other are passive learners .Active learners are highly enjoying their teaching talk and they like participate and correct mistakes of their classmates .

The observation showed that the teacher is takes care of his pupils and they have a good relationship between each other .in the other hand pupils are following to their teacher's instruction.



**Figure3.1:** Taha Hussein School Plan

### **3.4- The Main Results of the Analysis:**

As a researcher our principal goal of this investigation is to know how teaching blind pupils (language) is gone , the gathering data helped the researcher to get more information and to get answer to the principal questions which is what is special education , what are the challenges of being special education teacher? And what are techniques and approaches used by the teachers who work with pupils with special needs (blind pupils)?

The finding obtained from the analysis of teachers' interview and the classroom observation in Taha Hussein School for the blind pupils indicate that teaching special blind pupils is not an easy task and it may face many difficulties such as timing, the absent of the body language and the luck of materials (dictionary, brail books, copybooks and the absence of audio materials).

The researcher noticed that that FLT teachers who were interviewed and whose classes were observed utilized the same teaching techniques and materials that are commonly used to

teach normal pupils in the ordinary classes, some teacher lack knowledge about special education and they lack experience on how they deal with special needs pupils this two point may make a serious problem during the learning process.

As we mentioned earlier, teacher care is over use during the session .In addition the researcher remarked the good relationship between the teacher and his student and between the student – student. The repetition of the information more than two times is one of the techniques that the researcher noticed and the revision of the previous lesson is one of the common strategies in the classroom. The teacher moves a lot during the session.

As conclusion, we can say that teaching blind pupils is complex process and not any teacher may work with them or succeed in this work.

## **Conclusion**

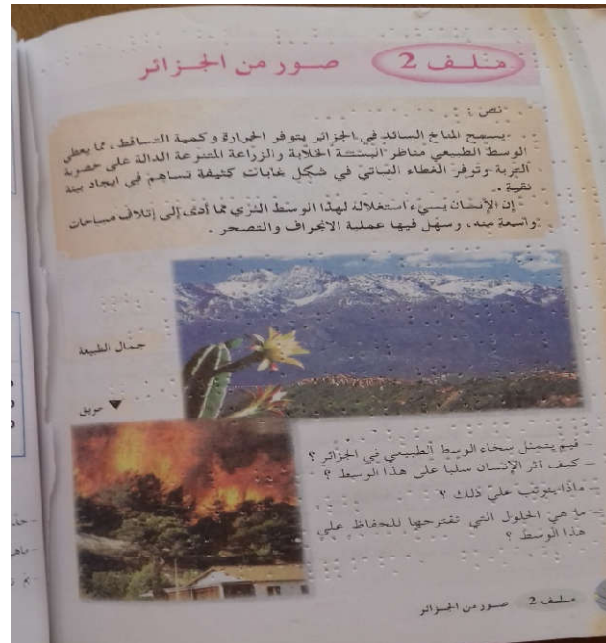
This chapter focused on the analysis of the data gathering tool. Classroom observation and interview were designed to teacher of Taha Hussien School, school of blind pupils at Biskra to teacher of English and French. The result obtained from the analysis of both classroom observation and the interview transfer for use clear picture and good descriptions about special education, its challenges and techniques.

## Recommendation

As the research findings revealed, the integration of special education in Taha Hussein School at Biskra can transfer more information about special education, its challenges and techniques.

Some suggestions and recommendations are addressed:

- ✓ Any teacher before teaching in special needs school he must get a long training to understand special education and techniques use in teaching special needs pupils.
- ✓ Teachers should know the brail writing.
- ✓ Algerian government must give more attention to this category.
- ✓ Algerian government must print special copy book to fit their needs.
- ✓ Any one of us may help this category by giving them all the old books because they write on it in order to solve the problem; of the lack of materials especially copybooks.



**Figure3.2:** Copybook of blind pupils

### **General Conclusion**

The conduct study deals with a special category of this world. In addition this research work opted for description analysis of the techniques and strategies used by special education teachers while educating persons with special needs; we selected Taha Hussein Special School for blind pupils Biskra for our investigation.

In order to answer our question about special education its challenges and techniques .Three chapter were composed , the first chapter is explain the term of special needs , its type and special education teacher with general description and definition of blindness and difficulties that face the blind pupils in the learning .

Then the second chapter provided an idea about the Braille Writing and how special education going .For the third chapter the field work it contains the data gathering tool and its analysis as well highlighting some recommendation for some problem appeared in special education.

Regarding the result, it was reveal that special education teachers face serious problem with special needs pupils (Blind Pupils) ,in addition to the lack of special training and the lack of materials . Moreover, data collected from the classroom observation showed that the learner face also many difficulties during the learning process.

Recommendation suggested some idea that should take in consideration by the government in order to solve problem of special education.

In concluding, the term of special education is very complex process, it is hoped that other studies deal with this special category.

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PKNXDR3LD47Q

## الملخص

يهدف البحث الحالي إلى دراسة جميع التقنيات التي يستخدمها الأستاذ في تدريس ذوي الاحتياجات الخاصة و بالأخص ذوي الإعاقة البصرية. اختيرت مدرسة طه حسين ببسكرة لجمع البيانات اللازمة.

الهدف الأساسي من هذه الدراسة هو معرفة كيفية تلقي هذه الفئة لتعليم ومعرفة الصعوبات التي تواجههم وتواجه الأساتذة في تدريسهم وهذا من اجل مساعدة الأساتذة في تسهيل عملية التدريس لهذه الفئة الحساسة.

الدراسة الحالية قائمة على المنهج الوصفي بحيث يهدف إلى وصف التعليم الخاص وللحصول على البيانات اللازمة أجريت مقابلات مع أساتذة اللغات في مدرسة طه حسين ببسكرة خلال العام الدراسي 2018-2019 بالإضافة إلى حضور العديد من الحصص معهم. كشفت النتائج المتحصل عليها إن الأساتذة يواجهون العديد من المشاكل و صعوبات أثناء تدريس ذوي الاحتياجات الخاصة و بالأخص ذوي الإعاقة البصرية وأنهم يستخدمون تقنيات قديمة لا تكون كافية من اجل إنجاح عملية التدريس بسبب نقص الوسائل اللازمة وبالإضافة إلى غياب لغة جسد بين التلاميذ وأستاذ التي من شأنها تصعيب عملية تدريس. مراقبة الحصص أظهرت أن 40 المائة من تلاميذ يتفاعلون ايجابيا مع التقنيات المستعملة و الباقي لا.

**The teachers' interview**

Dear teachers

This interview is part of a study that aims to know what techniques are implemented in special education (teaching blind pupils). You are kindly requested to answer the following questions.

Thank you.

**Question 01:** What motivates you to work in this special school?

**Question 02:** How do you define the term "special education"?

**Question 03:** In your opinion, what are the benefits of this school?

**Question 04:** What are the basics of being a special education teacher?

**Question 05:** In your point of view, what are the specific objectives of this special school?

**Question 06:** Have you ever had professional development in the area of special education?

**Question 07:** What difficulties did you face in teaching blind pupils?

**Question 08:** Do you like this category? Why?

**Question 09:** in your opinion what are needs of pupils of special needs during the learning process?

**Question10:** what are the tools do you implement in the class?

**Question11:** What are the techniques you use in teaching blind pupils and why?

**Question12:** What is the most effective one?

**Question13:** What about coordination with other teacher?

**Question14:** Do you have any contact with the parents of your pupils? If yes how many times?

**Question15:** What about developing computer skill?

**Question16:** what are you recourse?

**Appendix B:** Classroom Observation scheme

<b>Classroom criteria</b>	<b>Teaching methods and techniques</b>		<b>Teacher motivation</b>	<b>Challenges</b>		
	<b>Test</b>	<b>Tools</b>		<b>Physical</b>	<b>mental</b>	<b>time</b>



## **Checklist of Classroom Observation:**

1-Classroom area (large space /small space).

2-The use o technology (always/rare).

3-The type of activities (modern/ classique).

4-Number of student in classroom (big number /small number).

5-Techniques used by teachers.

6-The challenges that faces the teachers

7-The chalenges that faced the learner

8- Tools used the sessions

9-Relationship between teacher and pupils (strong relationship/ no relationship).

10-Teacher care.

11-Teacher talk .

12-The application of exams .

13-Type of recourses.

14-Teacher' preparation.

15-Learners' behaviors .

## Appendix C: The authorization for the work

### الجمهورية الجزائرية الديمقراطية الشعبية وزارة التعليم العالي و البحث العلمي

Université Mohamed Khider  
-Biskra -  
Faculté des lettres et Langues  
Département des langues étrangères  
Filière d'anglais



جامعة محمد خيضر - بسكرة -  
كلية الآداب و اللغات  
قسم الآداب و اللغات الأجنبية  
رقم : 1901/ش.ا/ 2019  
شعبة الانجليزية

إلى السيد: مدير مدرسة طه حسين للمكفوفين

### الموضوع : طلب تصريح لإجراء تربص

يشرفني أن أتمس من سيادتكم تمكين الطالب (ة): بلخادم مارية صاحبة رقم التسجيل : 12/5036199 من إجراء تربص مع الطلبة والأساتذة في مؤسستكم .  
أحيطكم علما سيدي أن هذه الطالبة تدرس لغة إنجليزية في السنة الثانية ماستر بجامعة محمد خيذر ببسكرة وهي بحاجة إلى هذا التربص من أجل أتمام مذكرة تخرج .  
وفي إنتظار قبول هذا الطلب ، تقبلو منا سيدي فائق الإحترام وخالص الشكر و الإمتنان.

بسكرة في : 2019/02/11

نائب العميد المكلف بما بعد التدرج والبحث العلمي  
والعلاقات الخارجية

مسؤول الشعبة

جامعة محمد خيضر - بسكرة -

كلية الآداب و اللغات

قسم الآداب و اللغات الأجنبية

شعبة الانجليزية

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