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Exploring the Challenges Faced by EFL Visual Impaired Pupils in Classroom

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Dedication

With love and eternal appreciation, I wish to dedicate this modest work to the most important, precious, and loving people in the whole world, my parents may God bless them.

To my dearest mother Zoubida, the most caring person and the closest to my heart, who has always been there for me all the way along.

To my beloved father Mussadek, the person who I look up to, who is the source of unconditional support, guidance, and strength.

To my beloved sister Amira for being the best sibling I could have asked for.

To my dearest nephew Iyad, may God protect him.

To Amani, Wafa, and Aya who helped me in my collage journey until I become here.

To all my closest friends Redha, Ponzio, Yahia,

And to the one whom life brought me together with and who stood by my side at all times Mayouch.

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Abstract

The present study is an attempt to explore the challenges faced by EFL visual Impaired in classroom. as well as to investigate the challenges that arise from assessment and evaluation for their EFL teacher. Thus, throughout this research we seek to identify the specific challenges that EFL pupils with visual impairments face in different classroom activities. In this study, we hypothesize that the traditional assessment methods used in EFL classrooms are often inadequate for evaluating visually impaired pupils, leading to inaccurate measures of their language proficiency. In addition, we chose to use a mixed method approach to verify the hypothesis. This involved using two distinct methods to gather data, which were deployed at Rabah Bin Othman Middle School. This particular school is designed for blind students and is located in Biskra. First, the classroom observation took place with the third-year level at Rabah Bin Othman Middle School. Furthermore, the interview was conducted with two EFL teachers at the school. After gathering the data using the two previously described data collection tools, A qualitative analysis was conducted to derive the findings. The latter demonstrated that EFL teachers encounter significant challenges when instructing visually impaired pupils, particularly in relation to the traditional assessment methods employed in EFL classrooms. These methods are frequently insufficient for accurately evaluating the language proficiency of visually impaired students, resulting in vague measurements.

Keywords: EFL, classroom, visually impaired, Rabah Bin Othman Middle School,

List of Abbreviations and Acronyms

NIPVI: Integrated Program for Visually Impaired

BEM: Behavioural Engineering Model

EFL: English as a foreign language

NLP: No Light Perception

CRPD: The Rights of Persons with Disabilities

CLT: Communicative language teaching

VI: Visually impaired

ICT: Information and Communication Technology

JAWS: Job Access with Speech

DBT: Duxbury Braille Translator

List of Appendices

Appendix A. Classroom Observation Checklist

Appendix B. Teachers' Interview

Appendix C. Authorization

List of Graphs

Graph 1. Skills needed for Teaching Students with Visual Impairments.....	37
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List of Figures

Figure 1. Braille Cell (https://brailleworks.com)	9
Figure 2. The Braille Alphabet (https://www.pharmabraille.com)	10
Figure 3. Moon writing Alphabets (https://www.omniglot.com/)	11

Table of Content

Dedication	II
Acknowledgments.....	III
Abstract	IV
List of Abbreviations and Acronyms	V
List of Appendices	VI
List of Graphs	VII
List of Figures	VIII
Table of Content	IX

General Introduction

Introduction.....	1
Statement of the Problem.....	2
Significance of the Study	2
Research Questions.....	2
Research Hypotheses	3
Research Aims	3
Research Methodology	3

Chapter One: Visual Impairment

Introduction.....	4
Visual Impairment	4
Definition of Visual Impairment.....	4
Legal Definition of Visual Impairment.....	5

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

Educational Definition of Visual Impairment.....	6
Types of Visual Impairment	6
Low Vision.....	7
The Blind	7
Learning Systems of the Visual Impairment Pupils	8
Listening skill.....	8
Braille.....	9
Moon.....	10
Historical Overview	11
Teaching Visually Impaired pupils	11
The Inclusion Education	13
The Establishment of First Schools for Visually Impaired pupils.....	16
Foreign Language Learning	18
Foreign Language Teaching Methods	19
Conclusion	20

Chapter Two: Challenges faced by Visually EFL Pupils

Introduction.....	21
Challenges Faced by Visually Impaired EFL Pupils	22
Language Acquisition Challenges	22
Language Challenges of Visually Impaired Pupils.....	22
Listening and Speaking Challenges	22
Reading and Writing Challenges	23

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

Lack of Clear Policies on Inclusive Education24

Access to Materials and Resources25

Teacher Awareness and Training25

Barriers To Accessing Quality Education for Pupils with Visual Impairment.....26

Provision of Accommodations for Pupils with Visual Impairment27

Time Necessary to Understand Courses29

Acceptance and Supportive Atmosphere29

Parents' Support and Participation30

Library And Information Services Available to The Visually Impaired30

Conclusion32

Chapter Three: Data Analysis

Introduction.....34

Population and Sampling35

Research Tools.....35

Classroom Observation.....35

 Description of the Observation35

 Analysis of the Observation.....36

Teacher’s Interview38

 Description of the Interview38

 Analysis of the Interview38

Analysis of the Findings40

Limitation of the Study41

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

Conclusion42

General Conclusion.....43

Recommendations.....44

General Introduction

Introduction

Education is a lifelong process of acquiring knowledge, skills, values, and attitudes that empower individuals to participate actively in society. It is a structured and intentional process that takes place in various settings, including formal institutions such as schools and universities, as well as informal settings like home and community. Teaching language for children serves as a catalyst for building unity across different groups of people. Linguists and psychologists have been engaged in educating individuals on effective teaching methods. Several theories have emerged regarding the study of language acquisition, teaching methodologies, and the identification of key challenges encountered by language learners.

Under the umbrella of special education, there are specialized schools for teaching disabled individuals, covering all subjects included in mainstream education. This is done to integrate these groups into society, and the educational process follows the same teaching methods as those used for regular pupils. A specific focus has been given to studying a particular group of individuals with special needs, namely the visual impaired, who have significantly contributed to enriching the literary and linguistic fields due to their refined literary taste. Blind individuals possess psychological and intellectual abilities that qualify them to be educated and skilled teachers. Their approach to teaching is not different from that of sighted individuals, except for the visual impairment, which relies on symbolic writing and reading, with the initial steps taken in primary school.

The most difficult component for a visually impaired individual in the early stages is understanding the meanings, concepts, and indicative sounds associated to both tangible and abstract objects. This issue stems from the loss of the sense of sight, which acts as a vital link between the signifier and the signified. This is especially evident in the English language, which frequently has many interpretations for a single symbol. Furthermore, many skills have

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

traditionally relied on visual signals, complicating the learning process for those who are visually impaired.

Statement of the Problem

When the EFL instructor prepares and presents their lessons, they must consider several sorts of pupils. Among this group are those with visual impairments, who encounter much greater obstacles in the learning process compared to their non-disabled peers. Therefore, the EFL teacher must utilize teaching approaches to effectively address the unique requirements of these pupils. Teachers in EFL lessons typically employ a diverse range of visual aids, including as photos, photographs, and items that are color-coded. In addition, employing body language to enhance the clarity of instructions for students necessitates visual attention. The issue at hand pertains to individuals who lack the ability to comprehend visual cues.

Significance of the Study

The current study emphasizes the difficulties encountered by EFL instructors who educate pupils with varying visual impairments at Rabah Bin Othman School. It offers primary resources on how teachers handle the unique requirements of this group of pupils, and critically, it highlights the difficulties that EFL teachers encounter while assessing and evaluating visually impaired pupils in various classroom activities.

Research Questions

On the basis of the problem stated previously and to show the challenges faced by EFL Visually impaired in classroom at Taha Hussein school Biskra, Algeria we have formulated the following research question to guide the research study:

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

1. What specific challenges do EFL pupils with visual impairments face in the classroom?
2. What challenges arise in the assessment and evaluation EFL teachers?

Research Hypotheses

Based on the research questions mentioned above we hypothesize:

- The traditional assessment methods used in EFL classrooms are often inadequate for evaluating visually impaired pupils, leading to inaccurate measures of their language proficiency.

Research Aims

1. Identify the specific challenges that EFL pupils with visual impairments face in different classroom activities.
2. Identify the challenges arise in the assessment and evaluation of visually impaired EFL pupils.

Research Methodology

As the study to explore the challenges faced by EFL special needs, mixed method approach will be appropriate. Using questionnaire in quantitative data to identify trends and patterns, and quantitative data to identify trends and patterns, and the interview for thematic analysis

Chapter One:

Visual Impairment

Introduction

Education is crucial as it fosters equal opportunities and social development for all pupils. By learning alongside a diverse range of peers, pupils with and without disabilities gain valuable social skills, empathy, and a strong sense of belonging. This fosters a positive learning environment where everyone feels supported, leading to improved academic achievement for all. Ultimately, inclusive education prepares pupils to be successful and accepting members of a richly diverse society.

Visual Impairment

Definition of Visual Impairment

Visual impairment refers to a condition in which a person experiences limitations or difficulties with vision that cannot be fully corrected with glasses, contact lenses, medication, or surgery. It has many definitions that can be defined by many scholars.

Dolly Bhargava defined visual impairment as “A student with a vision impairment is part of a heterogeneous group whose one common characteristic is some degree of vision loss.” In a diverse group, like pupils with vision impairment, they all share a common characteristic of having some degree of vision loss. Nevertheless, they exhibit a wide range of differences in other aspects, including the cause, severity, background, skills, and interests. It is crucial to acknowledge and accommodate these variations to offer suitable support and promote inclusivity.

Moreover, low vision, as described, is irreversible vision loss not correctable by standard means, leading to functional limitations and potentially a visual handicap (Woo, 2008). This condition results in functional limitations, making everyday tasks difficult. It may lead to a visual handicap, meaning challenges in activities that require vision. Despite being

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

irreversible, individuals with low vision can often benefit from visual aids and adaptive strategies to enhance their quality of life and independence.

Visual impairment defined as a condition characterized by a significant decrease in the ability to see to a degree that causes problems not fixable by usual means, such as glasses. The specific criteria for visual impairment can vary, but it often includes both reduced visual acuity and visual field. Visual impairment can result from a variety of causes, including ocular, neurological, or systemic health issues (Chua et al., 2017; Zamzam, 2021).

Visual impairment is a broad phrase that covers all types of vision loss, from corrective lenses to irreversible functional limits. While the specifics vary by scholar, it generally refers to vision loss that has a considerable impact on daily activities and cannot be totally restored using ordinary methods. This loss can result from a variety of underlying problems affecting the eyes, brain, or overall health. Despite difficulties, individuals with visual impairment can improve their quality of life and independence via assistive technologies and adaptive strategies.

Legal Definition of Visual Impairment

The legal definition of visual impairment varies by jurisdiction and context, but generally refers to a condition of reduced vision that cannot be corrected to a normal level.

Woo (2008) provides a specific legal definition used by the Social Security Administration, stating that "legal blindness" is defined as "best corrected visual acuity in the better seeing eye that is 20/200 or worse" or a visual field "less than 20° in diameter in the eye with the larger remaining field".

Legal blindness has a specific definition based on vision limitations. In simpler terms, someone is considered legally blind if their best corrected vision in the better eye is very weak (seeing at 20 feet what a normal person sees at 200 feet) or if their side vision

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

(everything they see without moving their eyes) is severely limited to a very narrow area. It's important to remember that this is a legal definition for programs and benefits, and doesn't necessarily reflect someone's overall ability to function in daily life.

Educational Definition of Visual Impairment

The legal definition of visual impairment differs from the educational definition, which states that an individual is visually impaired if they are unable to read without the use of magnification devices. This condition, often known as "Large type Raider," refers to a reader who relies on amplified text due to considerable visual problems that need the use of other senses for understanding. Individuals with this limitation struggle in traditional learning situations, especially in educational settings. As a result, it is critical to provide them with magnification tools, lenses, enough lighting, and remaining vision use software.

Consequently, there is a large variance between the two definitions. Blindness is defined legally as having a vision of 20/200 or less, however in education, it refers to those who need technologies and sensory faculties to acquire knowledge.

Types of Visual Impairment

The parameters of visual acuity, visual ability, and field of vision define and distinguish visually impaired individuals from one another, as these factors vary from person to person and depend on their eye conditions and level of vision. Each visually impaired person is typically classified as having mild, moderate, or severe visual impairment (ICD, 2018). To diagnose eye diseases and test an individual's visual ability, doctors often use the Snellen chart, which was developed by Dutch ophthalmologist Herman Snellen and measures visual acuity and the distance a person can see. According to the World Health Organization (WHO) (2019), visual impairment can be characterized by either low vision or partial sight, and severe vision impairment is referred to as total blindness.

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

Low Vision

This term refers to people who possess a limited capacity for sight or partial vision. It is used to describe individuals who have varying degrees of vision impairment, but whose visual acuity is low and cannot be corrected with regular glasses or contact lenses. These individuals often struggle with performing tasks and managing their daily lives. The severity of this condition is measured using the Snellen chart, which indicates a visual acuity of less than 6/18 or 3/60, or 10/200. In the case of a limited field of vision, the individual's visual range is less than 40 degrees to 10 degrees.

The Blind

Various scales of blindness have been established to measure the extent of vision loss. The term blindness is commonly used to describe both severe visual impairment with residual vision or the absence of vision with remaining light perception. In total blindness, there is a complete absence of form and visual light perception, clinically recorded as NLP, and this depends on the severity of an individual's vision loss. This means that fully blind people cannot utilize their vision at all, whereas legally blind individuals may still have useful eyesight that enables them to accomplish certain tasks. As a result, the fully blind cannot benefit from their sight, whereas others who are blind can use a portion of their remaining eyesight. "The word 'blind' refers to a child with minimal or no vision, and 'partially sighted' to a child with useful residual vision" (Harrison & Crow, 1993). (Harrison & Crow, 1993). The various explanations and definitions highlight the complexities of describing and labelling one's visual acuity or eyesight because it varies by individual and learning.

Learning Systems of the Visual Impairment Pupils

Listening skill

For individuals with visual impairments, auditory perception is perhaps the most invaluable means of acquiring knowledge. The visually impaired rely heavily on information gathering as the primary means to adapt to their surroundings, form ideas, enhance their movement, and carry out daily tasks.

Bălan et al. (2017) presents a training approach that utilizes a 3D audio game to enhance sound localization and virtual navigational abilities. The study found that this strategy led to notable enhancements in auditory performance among visually impaired individuals. The study records substantial enhancements in the auditory capabilities of participants as a direct result of the training. This approach demonstrates the potential of technology to address specific challenges faced by those with visual impairments, perhaps improving their comprehension of spatial information and their ability to navigate via immersive audio experiences.

Hallahan et al (2014) acknowledged the significance of the listening talent, as stated by the author. The significance of developing listening skills for children who are visually impaired cannot be overstated. There is a common assumption in society that children who are blind will naturally acquire listening abilities. Nevertheless, experts concur that in the majority of instances, it is imperative to provide young children with instruction on the skill of active listening. Furthermore, teachers should strive to create a classroom setting that minimizes auditory disturbances. Consequently, a person with a visual impairment necessitates proficient auditory abilities, which encompass readiness and instruction. This entails aiding the individual in actively perceiving and focusing on various auditory stimuli while discerning the differences between them.

Braille

Braille is a system created by Louis Braille. Consisting of tactile dots that individuals who are visually impaired or have limited eyesight can perceive through touch with their fingertips. It is a programming language that enables the writing and reading of multiple languages, such as English, French, Arabic, and more. Braille is a haptic writing and reading system consisting of a grid of six elevated dots. The numbering of each dot from one to six facilitates the pupil's comprehension of the letter pattern.

The Braille Cell

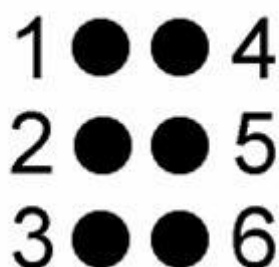


Figure 1. Braille Cell (<https://brailleworks.com>)

The braille cell consists of six dots organized in a two-column, three-row configuration. Every dot is assigned a number ranging from 1 to 6. Dot 1 is located in the top left corner of the cell. Dot 2 is located in the center row as you move down the column, while Dot 3 is situated at the bottom left corner. Dot 4 is located in the top right corner, whereas Dot 5 is positioned in the middle of the right column. Dot 6 is located in the bottom right corner. Furthermore, the initial ten letters of the alphabet are constructed by utilizing the uppermost four dots (1, 2, 4, 5). Appending a period 3 results in the following ten characters, and appending a period 6 to that yields the final six characters.

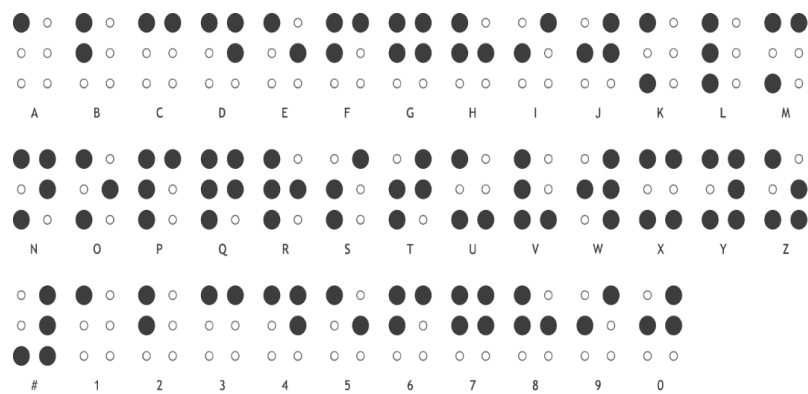


Figure 2. The Braille Alphabet (<https://www.pharmabraille.com>)

Moon

Moon is a blind writing system that uses raised symbols based mainly on the Latin script. It is purported to be more comprehensible than braille and is primarily employed by individuals who have acquired blindness in adulthood and therefore possess familiarity with letter forms. Salisbury (2007) argues that the moon system is less complex than braille because it is based on the shapes of printed alphabet letters. On the other hand, the drawback of moon is its larger spatial requirement compared to braille, and the challenge of acquiring the necessary materials.

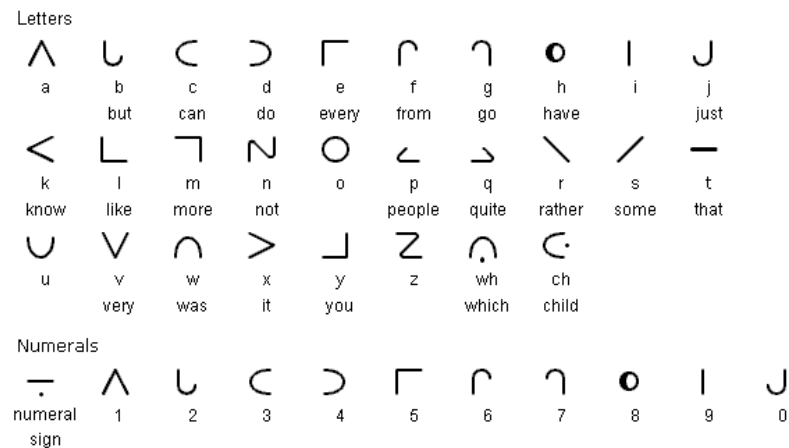


Figure 3. Moon writing Alphabets (<https://www.omniglot.com/>)

Historical Overview

Giving attention to the blind and disabled as a whole began hundreds of years ago. Long ago, only normal individuals and children could attend schools, but with the implementation of new policies and regulations, the necessity of teaching and assisting persons with disabilities, particularly the blind and visually impaired, was recognized. From the founding of the first schools that began teaching to having their rights as normal people and fighting for their rights for education in the mid-twentieth century to the amazing works and contributions that many disabled people, including the visually impaired, have made in the history of education, the focus had shifted to self-sufficiency and providing the appropriate education for the blind and disabled in general.

Teaching Visually Impaired pupils

The development of technology and science has brought about significant changes in education and learning, emphasizing the importance of education in people's lives. Teaching visually impaired pupils necessitates unique tactics and adaptations to enable equal access to education. According to Çakmak (2022), teachers require support to improve their

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

professional competence, especially in generating accessible instructional materials and utilizing technology to enhance learning for visually impaired pupils. Furthermore, e-learning environments, such as the one created for the Cisco Program Course, have showed promise in giving visually impaired pupils equal opportunities to learn and accomplish at the same levels as their sighted classmates (Lobo, 2017).

Being disabled is commonly viewed as a socially constructed disadvantage, and disabled people have suffered and continue facing difficulties and challenges from others and their society, and they are still dealing with these concerns in some countries. Their rights as citizens and human beings, such as the capacity to live in the community, marry, work, and obtain an education, have been denied throughout history (Connolly & Ward, 2008). In some nations, disabled children don't have the right to study and learn with other children, and this has a negative impact on their social and personal lives in the future.

Getting access to education can greatly benefit the visually impaired and other disabled individuals by allowing them to interact with others and improve their mental health. They will at least be able to experience, explore, and discover other things related to the world in a different way, as well as learn to face their fears and other obstacles and hardships that limit them from doing their best and participating in the learning and education process, especially in higher education settings where they need to discover more about themselves and their abilities.

The Inclusion Education

The recent laws and regulations designed to support individuals with disabilities represent a significant milestone in human history, particularly in the realm of education and safeguarding the rights of visually impaired individuals. Inclusive educational institutions foster an environment where all pupils, regardless of their challenges or impairments, can learn side by side. These schools are tasked with acknowledging and addressing the diverse learning needs of their pupils by accommodating different learning methods and paces. It is essential that pupils with disabilities are actively included in efforts to implement comprehensive educational initiatives.

Although inclusive education is commonly linked to the education of individuals with disabilities, it is, in fact, applicable to all pupils as it has been claimed by The American foundation in their paper on the Inclusion of pupils with Visual Impairments (n.d) “Inclusion, full inclusion, and inclusive education are terms which recently have been narrowly defined by some (primarily educators of pupils with severe disabilities) to espouse the philosophy that All pupils with disabilities, regardless of the nature or the severity of their disability, receive their TOTAL education within the regular education environment.”

Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD) defines the fundamental principles of an inclusive education system that fosters the holistic growth of individuals with disabilities. It underscores the significance of upholding their rights, liberties, and the varied development of their personalities, as well as their internal and physical capabilities. The CRPD seeks to empower individuals with disabilities by enabling them to actively participate in society and make a significant contribution to their community. Inclusive education prioritizes the needs of those with disabilities, including those who have visual impairments. The purpose is to address the unique obstacles that these persons may

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

have in their education and guarantee that they have equitable access to learning and the chance to attain their personal objectives, similar to other pupils, in an inclusive literacy setting. As per the guidelines published by UNESCO (2005:15), inclusive education refers to an approach that seeks to guarantee fair and equal access to educational systems and other activities, with the objective of catering to the varied requirements of pupils.

The new legislation sought to ensure the inclusion of all individuals, regardless of their disability, social status, or cultural background, in a unified educational environment that caters to their needs and provides an equitable curriculum. The inclusive principal is founded on four basic ideas or characteristics that should be observed and portrayed in every educational background as announced by Salend (2005):

-All learners profit from this inclusion idea and all of them have an equal access to a flexible class and the applicable service, regardless of their learning abilities and capacities profitable status, culture, etc. As all are given access to a multi-model class that is harmonious with their capacities and needs.

- Individual strengths, requirements and diversity are valued. This promotes acceptance and equity and develops great cooperative contributors to society.

-Reflective practices and discerned instruction are promoted. Preceptors continuously reflect on their tutoring, assessment and classroom operation practice in order to Acclimate to individual requirements and encourage meaningful access and progress.

- A community grounded on collaboration is established. That gathers the learners in a cooperative way and professionals and community bodies work collaboratively as a platoon, participating and responsibilities.

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

Also, Inclusive education is founded upon the core principles of fundamental human rights. Education is an essential entitlement for all individuals, as explicitly stated in the Universal Declaration of Human Rights (United Nations, 1998). Both children with and without impairments are entitled to equal educational opportunities according to the United Nations Convention on the Rights of the Child. In accordance with the research conducted by Dyson et al (2004) and Booth and Ainscow (2000), inclusion in educational institutions encompasses the following:

- Valuing all learners equally.
- Increasing the participation of learners.
- Acknowledging the right of learners to an education.
- Reducing exclusion of learners from their culture, curricula and communities of local learning institutions.
- Restructuring policies, practices and cultures in schools so that they respond to the diversity of learners.
- Reducing barriers to learning and participation for all learners, not only those with impairment or those that are categorized as “having special learning needs”.
- Ensuring adequate teacher preparation.
- Enhancing support services to learners rather than moving them to other services.
- Providing an appropriate physical environment.
- Developing a culture of acceptance by removing barriers to educational outcomes.
- Removing discrimination.
- Providing adequate resources.
- Focusing on collaborative role of parents.
- Fostering mutually sustaining relationship between schools and communities.
- Reducing class size based on the severity of learners needs.

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

- Using of authentic assessment approaches as opposed to the tradition education where learners are assessed by standardized examinations.
- Professional skill development in areas of cooperative learning, peer tutoring and adaptive curriculum.

The Establishment of First Schools for Visually Impaired pupils

The interest in educating individuals who are blind and visually impaired emerged several centuries ago. Previously, the purpose was to exclusively educate typical pupils, but it suddenly shifted to include individuals with disabilities, including the blind and visually impaired. The 18th century witnessed a growing interest among individuals and educators in assisting persons who are blind, visually impaired, and disabled in general. This interest was sparked by new ideas and activities aimed at supporting the deaf, blind, and visually impaired people. Haüy is widely recognized as the "Father of the Blind" due to his establishment of the first school dedicated to educating blind individuals. He began with twelve blind children as his initial pupils, and this school served as a significant milestone in the promotion of education for visually impaired learners. Haüy's academy was the first charitable institution specifically created for the visually impaired and blind individuals (Pritchard, 1963).

Lowenfeld (1973) regarded Haüy's establishment of the first school for the blind as not merely an ordinary institution, but rather as something that transcends the typical notion of a school for the blind. Lowenfeld (1973) observed that Haüy's academy represented the culmination of various societal advancements that occurred during that period.

Valentin Haüy's accomplishments in the field of education, particularly his dedication to teaching individuals who are blind or visually impaired, paved the way for subsequent works and contributions to gain recognition. Haüy's published paper, titled 'Essai sur l'éducation des aveugles', The essays discuss the establishment of new schools in Germany

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

and Russia that focus on educating visually impaired pupils . The author, Walthes (2007), provides detailed explanations of the techniques and approaches used to teach blind pupils various subjects such as writing, mathematics, geography, music, and handicraft. In order to support these objectives, efforts are being made to enhance the accessibility of blind education for visually impaired pupils (Lowenfeld, 1973).

Haüy's work served as a primary catalyst, inspiring others to seek out other methods to assist the blind and visually handicapped in their educational pursuits. Louis Braille is a prominent character in the history of the visually impaired. Undoubtedly, he was one of Haüy's exceptional pupils. Haüy made an effort to create a written script specifically for the blind to read (Farrell, 1956). However, this method did not enable the blind to effectively read and differentiate between symbols.

Louis Braille, who was visually impaired himself, developed a method of embossed dots to symbolize the letters of the alphabet. The dots possessed the benefit of being more tactile, occupying less area, and enabling swift and uncomplicated writing with a stylus (Pritchard, 1963: 46-50). Although Braille's technique was not generally adopted in France until after his death, and in other countries even later, once Braille literature became accessible, it was and continues to be extensively used. His work was essential in developing a novel writing style that greatly improved accessibility for blind pupils, making reading and writing easier for them. This method involves arranging the letters of the alphabet in a manner that allows the learner to physically perceive and experience the raised dots that represent each letter (Pritchard, 1963:46-50). These dots possessed the benefit of being more tactile, occupying less physical space, facilitated by the use of a pen for writing.

Foreign Language Learning

Acquiring languages is a productive endeavour that enhances one's creative abilities and understanding of diverse cultures and societies. It is crucial to ensure that individuals with disabilities are given necessary resources to learn and study various subjects, including languages, as education is a universal right. Riley emphasizes the significance of language learning in improving global knowledge and communication skills.

Riley (2000) states that pupils who are blind or visually impaired need to be taught various subjects, such as language arts, composition, sciences, and mathematics, in order to receive a comprehensive education. It is important to note that these pupils have the ability to learn a foreign language, as they have already mastered their native language, as mentioned by Mathieu (1961:269) who states that visually impaired children are not hindered when it comes to learning foreign languages. Proficiency in foreign languages is a crucial aspect of education as it enables individuals to actively engage in cultural and social activities. In addition, Krzeszowski (2001:12) stated that proficiency in a foreign language might serve as a compensating mechanism for those with visual impairments, benefiting them psychologically as well as enhancing their communication and creative abilities.

The recent modifications to the educational policies have enabled individuals with impairments or disabilities to acquire language skills without any barriers. The European Union's new policy, as outlined in its articles, emphasizes the importance of Education for all and Languages for all. These two slogans serve as the foundation for the new legislations and laws that aim to ensure equal opportunities for individuals, regardless of their level of disability or impairment. During this era of equitable education and inclusivity, the European educational systems endeavoured to address the needs of pupils.

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

Arenas (2012) states that individuals with visual impairment depend on their memory and oral abilities for learning. According to her, individuals who are blind have the potential to learn multiple foreign languages due to the enhancement of their cognitive abilities such as working memory, listening skills, and attention. This improvement allows them to effectively acquire language skills and develop a high level of linguistic competence. Therefore, individuals with significant visual impairments are particularly likely to excel in language learning due to their enhanced auditory perception, focus, and memory capabilities. Couper (1996). As previously stated by Krzeszowski (2001:12), studying a foreign language is a valuable instrument for enhancing the cognitive well-being of visually impaired pupils. It enables them to develop their abilities and skills, gain a deeper understanding of themselves, and explore the external world. Being multilingual enables individuals to expand their social network, encounter diverse cultures, and enhance their overall sense of personal satisfaction.

A number of programs were initiated to provide assistance to individuals with visual impairments, aiming to enhance their linguistic abilities and enhance their competitiveness in the European job market. Following notable accomplishments in certain schools, attention turned towards the study of the English language, primarily due to its significance. This could potentially benefit individuals with disabilities or impairments by expanding employment opportunities in European Union countries with strong economic ties. Fluency in a foreign language, especially English, is highly recommended in the current Polish labour market and is considered an essential requirement.

Foreign Language Teaching Methods

The changing viewpoints on learning and teaching have influenced educational practice and research. Mayer (1998) proposed a model of learning as knowledge production, in which the learner is not merely seen as a recipient, but rather as an active user of the

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

knowledge they possess. This new development in demands and curricula has prompted teachers to explore and implement new teaching methods for foreign language instruction, particularly for individuals with specific needs.

Conclusion

Being disabled does not prevent one from pursuing education, employment, or setting and achieving goals, just like any other individual. When it comes to education and learning, it is imperative to provide equal opportunities to all individuals, irrespective of their ethnicity, religion, or abilities. Whether they are able-bodied or disabled, everyone should have the same rights and access to education, with appropriate support tailored to their specific needs. The principle of inclusion has facilitated the integration of disabled individuals, including those with vision impairments, into a mainstream educational system alongside fully sighted pupil.

This chapter presented an in-depth study of disabled individuals, with a particular focus on visually impaired pupils and the various kinds of visual impairment. After that, a historical overview was presented, highlighting the significance of educating pupils with visual impairments. Then, A description of the inclusive education policy was presented, including the establishment of the first school of visually impaired pupils. Also, the chapter provided information about foreign language learning. In the end, foreign language teaching Methods were provided.

**Chapter Two:
Challenges Face by EFL
Visually Impaired**

Introduction

The field of EFL instruction has seen substantial changes throughout the years, shaped by historical, linguistic, and socio-cultural variables. Originating with the growth of the British colonies, EFL education has evolved into a worldwide requirement, fueled by the need for English fluency in diverse industries. The grammar-translation method, which was used in the past, was replaced by communicative language teaching (CLT), which focuses on developing practical communication skills. The incorporation of technology has significantly transformed EFL instruction, enhancing accessibility and interactivity in the learning process. Currently, EFL education prioritizes teaching methods that revolve around the pupils, emphasizes the importance of cultural understanding, and promotes tolerance. These changes are a response to the varied requirements of learners in our globally connected society. In the context of teaching EFL, particular needs comprise a range of difficulties that call for specialized methods in order to guarantee fair learning chances for every pupil. These difficulties could show themselves as mental or emotional disorders, sensory impairments, physical disabilities, or behavioral or emotional problems. Language acquisition can be impacted by a wide range of conditions, including dyslexia, autism spectrum disorders, visual impairments, auditory processing issues, and attention deficits. Pupils with special needs frequently face obstacles in the areas of social interaction, writing competency, reading comprehension, and receptive and expressive language skills. To tackle these obstacles, a comprehensive strategy combining individualized training, assistive technology, and nurturing classrooms is required. Through acknowledging and meeting the specific requirements of pupils with special needs in EFL context, teachers may create inclusive learning environments where all pupils can flourish and achieve their language learning goals. Within the field of EFL education, it is crucial to prioritize overcoming the difficulties

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

encountered by visually impaired pupils in the classroom. This is essential for creating an inclusive learning environment and providing fair access to language learning opportunities.

Challenges Faced by Visually Impaired EFL Pupils

Language Acquisition Challenges

Language Challenges of Visually Impaired Pupils

The lack of resources in the field of second language acquisition for visually impaired pupils may be attributed to the widely held belief that pupils with visual impairment undergo the same learning process as their sighted peers. If one is proficient in acquiring their mother language, they will be able to incorporate a second language effectively. Visually impaired pupils, particularly those who are blind, are highly equipped to acquire a foreign language due to their heightened auditory abilities. This is a crucial aspect of learning a second language that is not heavily reliant on vision. Acquiring language through asking questions enhances verbal skills by enabling visually impaired children to increase their language acquisition and overall cognitive ability through inquiring about topics they cannot notice. The fundamental and indispensable element of learning is the acquisition of words and the enhancement of vocabulary, which contributes to the development of the cognitive capacity of this group (Ghafri, 2015).

Listening and Speaking Challenges

Researchers generally agree that children with visual impairment do not encounter significant difficulties in developing their listening and speaking skills in English. Listening is the predominant learning method for blind pupils and a valuable aid for visually impaired pupils. These kids heavily depend on auditory information, therefore they must develop proficient listening abilities in order to analyze incoming material, such as facts, figures, structures, forms, and details. Speaking is a crucial ability that enables individuals to

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

effectively seek and convey information (Ghafri, 2015). Emphasizing the significance of auditory processing skills is crucial for the advancement of listening and speaking abilities in visually impaired pupils. These kids frequently depend on improved auditory discrimination and comprehension abilities to navigate their surroundings and effectively interact with spoken language. the development of listening and speaking abilities is essential not just for achieving academic accomplishments, but also for engaging in social exchanges and leading an autonomous lifestyle. Individuals with visual impairments often depend on spoken language to communicate, engage in group discussions, and advocate for their needs in different environments. the development of listening and speaking abilities can be enhanced by organized exercises like storytelling, group debates, and oral presentations. These activities enhance language competence and promote critical thinking, teamwork, and self-expression. it is important to acknowledge that technology plays a crucial role in facilitating the advancement of listening and speaking abilities for kids with visual impairments. Speech-to-text and text-to-speech software, along with voice recognition technology, can improve the accessibility of written materials and streamline communication in academic and everyday situations.

Reading and Writing Challenges

Visually impaired pupils must acquire reading abilities in order to deepen their knowledge, while writing skills are developed to demonstrate their understanding. Reading and writing skills require the use of visual talents to acquire them. pupils who have vision impairment face numerous difficulties when it comes to acquiring these abilities. Individuals with visual impairments often exhibit slower reading speeds compared to their sighted counterparts. This is because they tend to process words at a letter level rather than as entire words, resulting in frequent pauses when reading. Additionally, pupils encounter challenges with sentence forms and structuring ideas in essays, resulting in their writing responsibilities

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

resembling spoken texts (Ghafri, 2015). Visually impaired pupils frequently encounter challenges when it comes to accessing instructional materials in formats that are suitable for their needs. Conventional printed publications may lack accessibility, necessitating modifications such as braille, enlarged text, or digital versions that can be used with screen readers or other assistive devices. In addition, the absence of visual signals can impact their understanding of written words. Visually impaired pupils may find it difficult to understand concepts like spatial relationships, diagrams, and pictures that are important for comprehending textual content. Moreover, the acquisition of braille literacy, which is indispensable for several individuals with visual impairments, necessitates explicit guidance and diligent training. Acquiring proficiency in braille literacy requires a significant amount of time and commitment, which further complicates the process of developing reading and writing abilities for pupils with visual impairments.

Lack of Clear Policies on Inclusive Education

In certain instances, there is a deficiency in the development of policies and procedures for pupils with visual impairments. Insufficient development of appropriate measures and processes by instructors and staff personnel for educating visually impaired pupils results in a multitude of obstacles. The concept of inclusive education is referenced in several policy papers, such as those pertaining to disability and education and training. However, these policies do not provide specific guidelines on the implementation, examination, and evaluation of inclusive education. There is lack of teaching and learning materials that are required for the pupils with special needs (Mwakyjeja, 2013).

Access to Materials and Resources

In recent years, there has been a notable improvement in the availability of information and resources for those with visual impairments. This positive change can be attributed to developments in technology and a greater recognition of the need of meeting accessibility demands. Various formats are now accessible to individuals with diverse requirements, such as braille, large print, audio, and electronic text. These formats are readily available online or in libraries. However, the article titled "Challenges and Opportunities to Implement Inclusive Education" thoroughly examines the several facets of inclusive education. Mitiku et al. (2014) emphasized a major barrier to the effective execution of inclusive education - the lack of instructional materials available in Braille and other complementary formats (Mitiku et al., 2014). Consistent with Etenesh's research, it has been determined that the lack of materials and learning tools designed expressly for visually impaired pupils presents a major barrier to the effective implementation of inclusive education in Ethiopia (Etenesh, 2000). Abebe Demisew (2014) identified some obstacles that impede the effective execution of inclusive education. The elements contributing to the issue are a lack of knowledge regarding disability, insufficient resources, an unsuitable curriculum, and a dearth of qualified and proficient teachers (Demisew 2014).

Teacher Awareness and Training

Teacher awareness and training play a crucial role in providing appropriate assistance to visually impaired pupils. It is essential for educators to possess the requisite knowledge and skills to provide inclusive learning environments and offer suitable adjustments. Yet, the lack of skilled and competent teachers also hinders the educational progress of visually impaired pupils. If teachers do not possess the necessary abilities and skills to effectively instruct visually impaired children, these pupils may face numerous obstacles in their education. According to Mwakyeja (2013) in his article titled "Teaching pupils with Visual

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

Impairments in Inclusive Classrooms: A Case Study of One Secondary School in Tanzania," he claims that the incompetence and inefficiency of teachers significantly contribute to the increased challenges and difficulties experienced by visually impaired pupils (Mwakyeya, 2013).

Barriers To Accessing Quality Education for Pupils with Visual

Impairment

Oka and Nakamura (2005) claim that individuals with special educational needs, particularly those with visual impairment, have been denied the chance to fully engage in ordinary classrooms. This aligns with the findings of Diaz et al (2016), who indicate that pupils with visual impairment in inclusive classrooms experience a certain degree of neglect in comparison to their sighted peers. Oka and Nakamura (2005) contend that visually impaired pupils may have difficulties in a full inclusion setting as it may not adequately address the specific skills needed to accommodate their handicap. The authors highlight that the development of these skills is expected to take place in a distinct educational environment (Oka and Nakamura., 2005). One obstacle they presented is the issue of communication for visually challenged pupils, which they contend can be addressed through training in Braille literacy.

One could challenge their argument by highlighting the potential advantages of acquiring such abilities for visually impaired pupils, able-bodied coworkers, and teachers in an inclusive classroom. This can enhance interpersonal relationships among classmates in the classroom and facilitate mutual assistance when necessary (Carter et al, 2005). Additionally, this can enhance the level of care provided by educators (Diaz et al., 2016). They suggest that when pupils with visual impairment perceive a higher level of support and attention in their educational environment, it may lead to an enhancement in their academic performance.

Provision of Accommodations for Pupils with Visual Impairment

Studies have indicated that the matter of offering accommodations for pupils with the same type of impairment in assessments may not be homogeneous, which goes against the assumptions of many (Fuchs et al, 2006). It can be argued that while providing accommodations for pupils with specific disabilities may promote equality, it may also overlook the issue of fairness. This is due to the fact that individuals may have varying preferences on the accommodations they require. The researchers provide an example that in the case of visual impairment, certain pupils may want to have tests provided in Braille format, while others may prefer question sheets printed in a larger font. This aligns with Meda's (2016: 50) idea that support should be tailored to individual requirements, as the needs of two partially sighted pupils are unlikely to be identical. While some individuals may require the use of braille, others may not.

Nevertheless, it might be contended that while seeking suitable accommodations for those with disabilities or educational requirements, certain factors should be carefully considered. Fuchs et al (2006) contend that ensuring equity in accommodations can effectively preserve the significance of learners' test performance scores. As to their statement, " Valid accommodations help pupils with disabilities demonstrate their knowledge and produce scores that evaluate the same constructs that are intended with standardized measurement of nondisabled peers" (Fuchs et al, 2006:4). Although there are advantages to providing accommodations to pupils with educational needs, there are also problems that need to be considered. The researchers observed that the matter of choosing acceptable accommodations could potentially compromise the validity of evaluation outcomes. Furthermore, they argue that the "nonstandard administration of standardized tests" can have a detrimental effect on the accuracy of results obtained by pupils in an inclusive environment (Fuchs et al, 2006).

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

It could be argued that certain adjustments may provide an unjust advantage to pupils with disabilities compared to their non-disabled peers in terms of academic performance. These researchers believe that providing adjustments that artificially boost performance scores could be considered unjust since they would not accurately reflect the abilities that pupils with disabilities possess. They argue that a feasible approach to support pupils with educational difficulties could involve relaxing standardization standards. In their study, Cawthon et al. (2009) identified several accommodations that may necessitate modifications to the test administration. These accommodations include providing longer time, altering the test items (e.g., reading them aloud), or modifying the pupils' response method (e.g., using a scribe).

The researchers stand for the idea that accommodations for pupils with disabilities should be inherent in order to compensate for their specific forms of limitations. However, they do not seem to acknowledge time as a potential element that could hinder pupils with impairments other than learning disorders from showcasing their knowledge and skills. They seem to disregard infirmities such as visual impairment. Meda (2016) suggests that certain pupils with visual impairments may require extra time to complete a test or examination. Additionally, he claims that individuals who read Braille are unable to quickly scan through a text and may require up to three times more time compared to other pupils to read it. Fuchs et al (2006) prioritise fairness and validity in their research, ultimately concluding that it is crucial to identify testing accommodations that are both fair and valid, taking into account the specific nature and characteristics of disabilities that affect the assessment of learners with disabilities. Their communication regarding the availability of accommodations based on individual needs appears to be unclear. The perspective adopted in this study is that it is necessary to offer appropriate accommodations based on the specific requirements of each individual.

Time Necessary to Understand Courses

This lack might be viewed as an obstacle to the acquisition of knowledge and the educational development of pupils with visual impairments. Visually impaired pupils exhibit a slower pace in the learning and comprehension process (Kapur, 2018). They require additional time to grasp knowledge and carry out their jobs and responsibilities with efficiency. This poses a challenge for both visually impaired (VI) pupils and teachers, as they must ensure that visually impaired pupils comprehend, actively listen, and give sufficient attention to their visually unimpaired peers. Teachers should carefully allocate sufficient time for visually impaired pupils to comprehend and assimilate knowledge, as well as to adequately respond to questions, particularly during exams.

Acceptance and Supportive Atmosphere

The lack of acceptance and a supportive atmosphere poses significant obstacles for visually impaired pupils and their careers. Receiving a rejection might pose further challenges for visually impaired pupils and their families in obtaining precise information, knowledge, and skills necessary to adequately prepare them for a successful career. Visually handicapped pupils perceive themselves as a significant burden on their parents and society as a whole due to this rejection, leading to a detrimental impact on their psychological well-being. Many schools worldwide perceive visually impaired kids as a challenging burden to accommodate due to limited resources, materials, facilities, and qualified teachers. In the article "Challenges Encountered by pupils with Visual Impairments and Teachers in an Integrated School Environment," Bornes Chepngetich Korir (2015) discusses the difficulties faced by visually impaired pupils. These challenges include the negative attitudes of school administrators, who view visually impaired pupils as burdens and fail to meet their needs, such as providing necessary learning materials despite receiving fees from them (Korir, 2015).

Parents' Support and Participation

This deficiency also serves as an obstacle to the development and learning process of visually impaired pupils. Most visually impaired pupils come from low-income homes and marginalized backgrounds, where parents often lack literacy skills and the ability to support their visually impaired children in their learning and schooling. The income they receive is insufficient to afford the essential assistive devices, technology, and other resources for their visually impaired children. As a result, visually impaired pupils will be unable to make significant advancements and development in their learning and educational journey. In 2011, Khurshid and Malik did a study to investigate the perceptions of visually impaired youth on their families, academic experiences, and carers. Additionally, visually impaired male and female pupils who reside in hostels for extended periods of time encounter even greater challenges (Khurhid & Malik, 2013).

Library And Information Services Available to The Visually Impaired

Libraries and information centers globally have established specialized information services to cater to the specific library and information requirements of visually impaired patrons. The following items are included:

- Braille books: Braille is a tactile form of communication that utilises raised dots to symbolise letters, allowing individuals to read and write through touch. Braille books are suitable for individuals who experience both visual and auditory impairments.
- Talking books: These are auditory renditions of books that can be captured on cassettes, CDRoms, DVDs, and as e-books on the internet. The majority of visually challenged individuals choose talking books.
- Talking newspapers: Recordings of news stories from daily newspapers.

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

- Large printed materials: These papers are printed in enlarged fonts specifically designed for visually impaired readers.
- Electronic Texts: These are digital text files. Individuals with visual impairments have the ability to access electronic text on a computer. They can utilise screen magnifying software to read the text on the computer screen, print the text in a larger font size for reading on paper, employ a braille bar connected to the computer to read the text in braille, or have the computer read the text aloud using a screen reader.

Libraries are utilizing advancements in information and communications technology (ICT) to enhance information accessibility for individuals with visual impairments. A wide variety of ICT's, also known as adaptive or assistive technologies, are currently accessible. These technologies enable blind users to have equal access to information in electronic databases and on the internet, thereby providing them with the same opportunities as sighted individuals. The following cutting-edge technologies are included:

- Screen magnifier: This software enables the user to enlarge text or visuals shown on a computer screen by a factor of up to sixteen times the original size.
- Screen reader: An application that audibly recites the textual information included within a document to the user.
- Voice recognition software: For example, JAWS talking software can transform a computer into a speech-enabled device, enabling users to input data using their voice.

No library can anticipate and cater to the individual needs of every user, including the selection, installation, and upkeep of many widely-used assistive software programs. A study identifies five software options that libraries can use to provide services to blind or visually impaired users. These options include 'JAWS for Windows' by Freedom Scientific, 'Window-Eyes' screen-reading program with portable application, 'ZoomText' magnifier/reader and

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

'ZoomText' keyboard, 'Dragon Naturally Speaking' speech-to-text engine for dictation into Windows-compatible programs like Microsoft Word and Outlook, and 'Text Aloud' Text-to-Speech (TTS) software. The library staff should also consider the implementation of a comprehensive and enduring plan to accommodate users with impairments (McHale, 2007). There are several important software programs available for library patrons with blindness or visual impairments. One such program is the 'Duxbury Braille Translator' (DBT), which is a popular Braille translation program for Microsoft Windows. Another programme is 'CakeTalking', which is a computer music and sound creation programme that is compatible with SONAR. 'DocReader' is a talking word processor, while 'Reading Bar' is a text-to-speech toolbar for Internet Explorer that can translate web page. The user has the ability to modify, save, sign, or print the text. The software includes a calendar application, dictionary, a thesaurus, and spell checker (Sunrich and Green, 2006).

Conclusion

the difficulties encountered by visually impaired pupils in the context of learning EFL provide substantial barriers to their educational journey and academic achievements. The challenges cover a range of factors, such as difficulties in obtaining resources, fully engaging in learning activities, and receiving sufficient support. To tackle these difficulties, it is necessary for educational institutions, policymakers, and society as a whole to work together in order to guarantee fair and equal opportunities for all pupils. Through acknowledging and actively addressing these obstacles, we may provide inclusive educational settings that empower visually impaired EFL pupils to flourish and make valuable contributions to the international community of language pupils.

Chapter Three:

Data analysis

Introduction

Building on the foundational understanding of visual impairments and the challenges faced by visually impaired pupils presented in previous chapters, this chapter aims to identify the challenges arise in the assessment and evaluation of visually impaired EFL pupils. Moreover, this chapter will conduct the results and discussing the methods that has been used to this study. Additionally, it will present the data collection methods besides the sample methodologies. In conclusion, the study's findings will be explained, and a conclusion will be drawn based on the analysis and interpretation of the data. In the end, this research aims to give insightful information about the situation that our schools specially for visually impaired during teach English language.

Research Design

We utilize a descriptive methodology to obtain outcomes and address the current research inquiries. The primary objective of this study is to explore the challenges faced by EFL Visual impaired in different classroom activities. Furthermore, we choose to utilize the mixed-method approach due to its compatibility with the coherence of this investigation, as well as its reliability and advantages. Tashakkori and Newman (2010) assert that the primary benefit of the mixed-method approach is the researcher's ability to select the most appropriate approaches for solving research difficulties. In order to address the limitations of both approaches, researchers combine qualitative and quantitative procedures, thereby improving the accuracy and dependability of the findings while minimizing biases in the collected and analyzed data.

Population and Sampling

The population targeted are the pupils of Rabah Bin Othman Middle School. The sample chosen is the third-year class at Rabah Bin Othman middle school throughout a simple random sampling technique. Moreover, three EFL teachers were selected to interview in order to have an insight about how they teach the visually impaired pupils and how the process of teaching goes on. The number of teachers is limited because they are the only two teachers of English at Rabah Bin Othman School.

Research Tools

Research tools allow to achieve multiple aims, including testing the validity of hypotheses and addressing research problems. The primary methods of collecting data selected were classroom observation and interview.

Classroom Observation

Description of the Observation

In order to get a comprehensive understanding of how teachers handle visually impaired students and the strategies they use to support and assess them in the English course, a classroom observation was conducted at Rabah Bin Othman Middle School for the blind. Observation is an effective tool to generate in-depth data about a phenomenon. Robson (2002, as cited in Atrous, 2020) defined observation as “What people do may differ from what they say they do, and observation provides a reality check; observation also enables a researcher to look at everyday behaviour that otherwise might be taken for granted, expected or go unnoticed”.

Analysis of the Observation

The primary objective of this classroom observation is to explore the pedagogical strategies employed by English special education teachers, analyze the difficulties they encounter while teaching, and gain a comprehensive understanding of the methods used for English language instruction.

In schools with a special education system, educational structures are adapted to the requirements of the pupil with special needs, which contributes to reducing the burden of disability. This is also the case for pupils with visual impairment, as schools designated for them and their departments bear a distinctive character for them. The room is the main place for receiving knowledge and learnings for learning, which in turn is a refuge, his protectorate, and his second home.

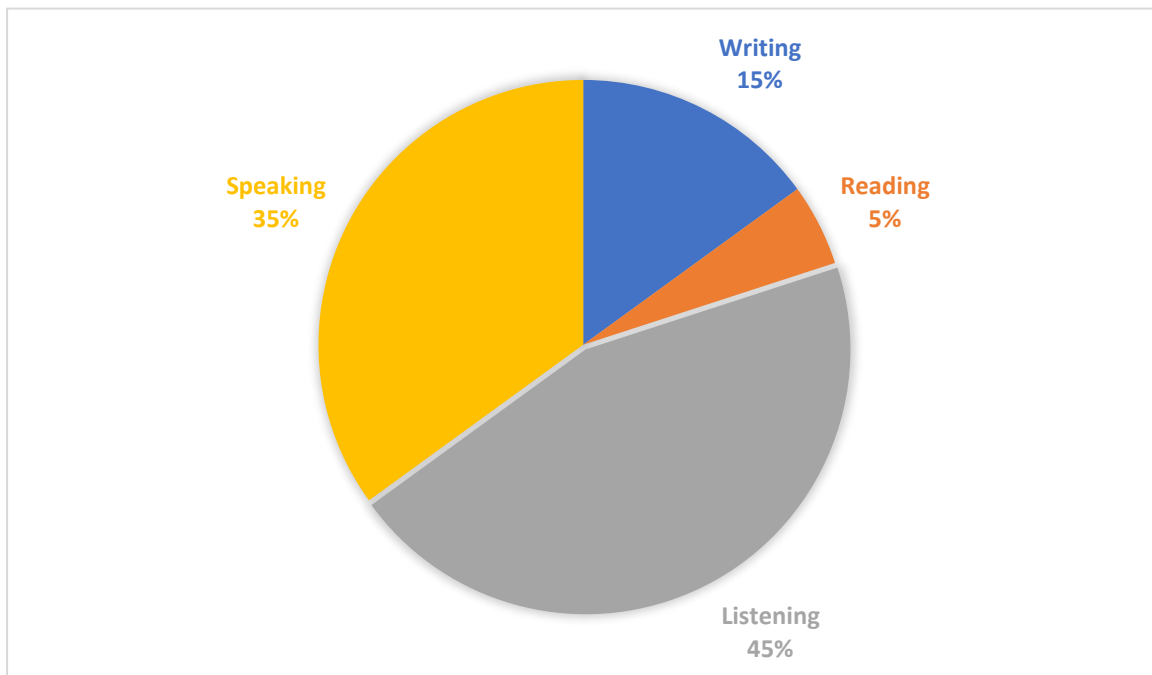
Rabah Bin Othman Middle School utilizes a partially internal system across its three phases, supported by a pedagogical, educational, and medical team, as well as a dedicated printing press. The school is equipped with 12 large and well-ventilated classrooms that are interconnected by open doors. The classroom is a spacious hall with multiple sections, accommodating three to four students apiece. The tables are positioned in a way that they face away from the teacher's office. The office is equipped with various furnishings, including wall hangings, a closet that holds all the students' books, a heater, and an air conditioner. Additionally, there is a green area and a playground. However, a disadvantage of these open doors is that they might lead to disruptions from other classes, which can interfere with the educational process.

Regarding the lecture's evolution, the teacher initiated the session by introducing the topic and instructing the students to open their books. The books are identical to those used in regular schools, including the curriculum and syllabi. However, they are also translated into Braille to ensure accessibility for pupils. Subsequently, he began clarifying the lesson,

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

carefully stating and spelling out each word and punctuation mark. Furthermore, i saw that the students showed a high level of engagement, consistently posing inquiries and actively engaging with one another, which indicates an overwhelming sense of collaboration inside the classroom.

Throughout the course, it became clear that listening and speaking are extensively engaged. It is important to note that writing in braille requires more time compared to regular writing, but writing is less frequently employed and reading is almost nonexistent. The pie graphic below illustrates the previously described concept.



Graph 1. Skills needed for Teaching Students with Visual Impairments

In conclusion, the classroom observation reveals that the EFL teacher demonstrates a high level of awareness and support towards each student, fostering a strong teacher-student relationship and promoting active student engagement.

Teacher's Interview

Description of the Interview

In addition to the classroom observation, an interview was conducted with the EFL teachers at Rabah Bin Othman School to collect data. The interview serves as an additional research instrument in this study. Burns (1999, p. 118 as cited in Mazouzi, 2022, p.26) said “interviews are a popular and widely used means of collecting qualitative data”. Interview was administered to Two teachers from Rabah Bin Othman Middle school. Moreover, the interview consists of 10 open-ended questions, specifically designed to gather information regarding the challenges encountered by EFL teachers when assessing and evaluating visually impaired pupils in various classroom activities.

Analysis of the Interview

The symbols "C" and "D" will be employed to distinguish between the teachers, while "B" will be used to denote the visually impaired teacher.

Question 1: What is the experience of teaching a blind student like?

Teacher “C” answered that the visually impaired pupil is an individual who possesses unique characteristics that set them apart from their peers. He is an exceptional work of art and possesses astonishing qualities that never fail to amaze me on a daily basis. He strives to match the performance of the average student, primarily due to his exceptional auditory memory that allows him to think innovatively. However, he always relies on his personal resources, such as the English language dictionary in Braille, to effectively learn the English language. While, the teacher “D” answered that he has never felt that teaching visually impaired pupils would be interesting. he taught sighted pupils at the same level, and while it's true that they have the same thinking, he found that visually impaired pupils are more perceptive and resilient, resourceful, and often develop unique ways of understanding and

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

interacting with the world around them. This resilience and creativity have made teaching them an incredibly rewarding and inspiring experience.

Question 2: Did you receive special training to teach English to the blind?

Teacher “C” Answered yes, he did. he received training to teach this particular category of students before to beginning his job as an EFL teacher at Rabah Bin Othman School. While, teacher “D” said no, he didn’t. He said he is already visually impaired and he already knows and well prepared to treat this kind of people.

Question 3: What is the reason you went to this field?

Teacher “C” answered that teaching is a mission before it is a profession, and it gives him great pleasure to provide work that yields results in this world and the hereafter. Teacher “D” said he went to this job to make a living.

Question 4: What curriculum helps you teach English to the blind?

Both teacher “C” and “D” gave the same answer, which is that Algeria currently follows two types of approaches in its system. The approach is based on goals and other one is based on competencies, and the condition of the visually impaired is the same as that of sighted pupils.

Question 5: Does the curriculum meet the needs of the blind?

Teacher “C” said that in fact the curriculum that are mentioned is suitable completely for sighted pupils or partially blind pupils, but the rest are not suitable for them, as they need the first approach, which is the approach by contents, because it enables him to read and memorize better than deduction due to his inability to see and discover. However, teacher “D” said that the mentioned curriculum is suitable for them.

Question 6: Is the curriculum and teaching the blind compatible in enhancing English language learning skills? Justify?

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

Teacher “C” answered no, it is not. He explained it requires the sighted person to discover letters and words, while the blind person relies on hearing and touch only. Yet, teacher “D” answered yes is it, but with suitable materials for them braillewriter and Talking books.

Question 7: What is the approved method for teaching language to the blind?

Both Teachers “C” and “D” answered the same question that they follow adopt the indoctrination method. They said that the visually impaired pupil cannot explore, deduce, extrapolate, and measure unless he is taught the skills and instructions.

Question 8: What are the approved types of evaluation?

Teacher “C” and “D” answered that they adopt the continuous evaluation, because it is permanent, is through oral answers, participation, and writing via Braille.

Question 9: How is the evaluation fair?

Teacher “C” answered that the evaluation can be done by the student’s participation and marking it regularly, as well as through written evaluations that are more accurate. Teacher “D” Answered that the evaluation can be done through exams, tests, and written assignments.

Question 10: How to provide feedback?

Both “C” and “D” Teachers answered that the visually impaired pupil’s feedback is provided, like the sighted student, either orally or in writing.

Analysis of the Findings

As previously mentioned, that the primary objective of this study is to explore the challenges faced by EFL visual impaired and how the teacher manages to assess and evaluate in different classroom activities. I use two data collection method, which are classroom observation, and teacher’s interview. The data collected by both of these tools is systematically summarized in the following points.

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

The classroom observation shows that I have seen that teachers make an effort to monitor the world on behalf of the learners and keep them informed about all societal happenings. Teachers have the responsibility to possess comprehensive knowledge and awareness of the world in order to effectively address every question of their students. Despite the fact that the majority of teachers had experience with visual impairment, it had no impact on the learning process in terms of auditory perception, knowledge acquisition, interest in the subject, and the student's abilities. Each class in schools for the blind must have a maximum of five students to allow the teacher to implement individual educational tactics. It is necessary to have walls that are soundproof in order to prevent external noises from disrupting the progress of lessons. The main emphasis should be on reading sessions, as they are crucial for teaching the language and its grammar.

Moreover, the interview served as a crucial means of gathering data that enhances the current research. We gathered data on the difficulties encountered by teachers who work with visually impaired students from the responses provided by the interviews. The absence of resources such as dictionaries, books, and audios, coupled with an incompatible curriculum for this particular group of pupils, poses challenges for the instructor in delivering instruction. In addition, individuals employ various strategies for tackling these challenges, such as enhancing their proficiency in listening and reading, as well as engaging in guided activities. In order to enhance the involvement of visually impaired pupils throughout the presentation and prevent them from losing focus.

Limitation of the Study

Regarding the limitations of this research, we faced challenges in accessing data during the exploration phase. Due to the inability to review all available resources, it is possible that certain aspects may not be fully covered in the work. Due to the limited scope of

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

our study, which focused exclusively on a middle school class, we encountered certain challenges related to the sample size.

Conclusion

This chapter presents the obtained data that were analyzed, discussed, and summarized to highlight the major conclusions. We used two main methods for collecting data: teacher interviews and classroom observations. During the interview, we have explored the challenges encountered by EFL teachers when assessing and evaluating visually impaired pupils in various classroom activities. The data were described. Concerning classroom observation, it is analyzed using qualitative analysis, and finally, a discussion of the findings was presented.

General Conclusion

General Conclusion

In summary, this research aims to provide insight into the challenges encountered by EFL teachers when assessing and evaluating visually impaired pupils in various classroom activities. The primary objective of this study is to investigate research questions in order to validate our research hypothesis, which asserts that the traditional assessment methods used in EFL classrooms are often inadequate for evaluating visually impaired pupils, leading to inaccurate measures of their language proficiency.

In general, the study is composed of three key chapters, the first two chapters are dedicated to the theoretical part of this study, while the last chapter acts for the fieldwork. Through the first chapter, we tried to bring to light the most important elements related to Visual impairment. Initially, we presented a definition of Visual impairment in general and its types. Later within this chapter, we talked about foreign language teaching methods. As for the second chapter, it dealt with challenges face by EFL visually impaired in general. The third chapter of this study is devoted the fieldwork section in which we reiterate the methodological procedure used while conducting this research work. That is, it holds the analysis of data that had been collected by the data gathering devices; namely the teacher interview and the classroom observation. Regarding the results gathered from the classroom observation and the teacher's interview, visually impaired pupils enjoy a special care and assistance from their EFL teacher, which encourages and motivates them to participate in the classroom activities In addition, the teacher's interview revealed that the EFL teachers face serious problems when teaching visually impaired pupils especially when it comes to the traditional assessment methods used in EFL classrooms are often inadequate for evaluating visually impaired pupils leading to inaccurate measures of their language proficiency. This leads us to say that the results confirmed the research hypothesis.

Recommendations

Recommendations

Based on the findings and conclusions assembled out of this study, the following recommendations were made for the teacher:

- The ministry should provide teachers with specialized training on teaching and assessing visually impaired students.
- Teacher should develop and utilize alternative assessment methods that do not rely on visual materials.
- Teacher should incorporate assistive technologies such as screen readers, braille displays, and audio books into your teaching.
- Teacher should use clear, descriptive language when teaching. Describe visual elements in detail and explain new concepts verbally.
- Teacher should develop and follow individualized education plans tailored to each student's specific needs and abilities
- Teacher should provide regular, constructive feedback to students. He should use a variety of assessment methods that do not rely solely on visual input, such as oral exams, tactile materials, and auditory tests.

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Appendices

THE CHALLENGES FACED BY EFL VISUAL IMPAIRED PUPILS IN CLASSROOM

Appendix A: Classroom Observation Checklist**Classroom Observation Checklist****Section One: Learning Environment**

Statements	Well Observed	Fairly Observed	Not Observed
The environmental conditions are conducive to meeting the specific requirements of the pupils (well organized, large space, no noise)			
The seating arrangement encourages effective contact between the teacher and the pupils.			
The materials (the use of assistive technology for the Visually impaired)			

Section Two: The Visually Impaired Pupils

Statements	Well Observed	Fairly Observed	Not Observed
Pupils show an intense desire to engage in classroom tasks and activities.			
Pupils are urged to inquire about any ambiguities regarding the subject matter of the class.			
Pupils show a strong desire to practice classroom activities and tasks individually			
Students have a strong and positive relationship with the teacher.			

Section Three: The Teacher Contribution

Statements	Well Observed	Fairly Observed	Not Observed
The teacher develops a positive rapport with students.			
The teacher consistently provides guidance, supervision, and support to pupils as they practice and execute various skills and procedures.			
The teacher uses many techniques to assess the learning outcomes.			

Appendix C: Teacher's Interview

Teacher's Interview

Dear teacher,

You are kindly invited to take part in our research that is entitled "Exploring the challenges faced by EFL visually impaired". Your answers of this interview will be very helpful for us to do this research.

1. What is the experience of teaching a blind student like?
2. Did you receive special training to teach English to the blind?
3. What is the reason you went to this field?
4. What curriculum helps you teach English to the blind?
5. Does the curriculum meet the needs of the blind?
6. Is the curriculum and teaching the blind compatible in enhancing English language learning skills? Justify?
7. What is the approved method for teaching language to the blind?
8. What are the approved types of evaluation?
9. How is the evaluation fair?
10. How to provide feedback?

Thank you for your cooperation.

Appendix D: Authorization

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

جامعة محمد خيضر بسكرة
كلية الآداب واللغات
قسم: لغة إنجليزية

الرقم.../...
التاريخ: 09 MAI 2024

.../... ع ك م د م ط/...

السيد(ة) :

الموضوع: طلب إجراء تربص

في إطار التبرصات الخاصة بالطلبة في الوسط المهني و نظرا لما لها من أهمية على الصعيد العلمي و المهني يشرفني أن أطلب من سيادتكم الموافقة على إستقبال الطلبة الواردة أسمائهم من أجل إجراء تربص تطبيقي في وحدتكم :

رقم التسجيل : 35033070
إسم و لقب الطالب : العابد عبد الرزاق
الإحتصاص : علوم اللغة
السنة : 2023/2024
مكان التربص : رابع بن عثمان بسكرة

الأستاذ المؤطر :
رئيس القسم :
رأي و ختم المؤسسة المستقبلة :

بالموافقة

بلونار

مدرسة الأطفال العاديين بصحر باسكرة
البيروت 332
رقم قسم: ...
تاريخ: 15 ماي 2024

ملخص

الدراسة الحالية هي محاولة لاستكشاف التحديات التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية من ذوي الإعاقة البصرية في الفصول الدراسية، وكذلك للتحقيق في التحديات الناشئة عن التقييم والتقدير من قبل معلمهم للغة الإنجليزية كلغة أجنبية. لذا، نسعى من خلال هذا البحث إلى تحديد التحديات المحددة التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية من ذوي الإعاقة البصرية في الأنشطة الصفية المختلفة. في هذه الدراسة، نفترض أن طرق التقييم التقليدية المستخدمة في فصول اللغة الإنجليزية كلغة أجنبية غالباً ما تكون غير كافية لتقييم الطلاب ذوي الإعاقة البصرية، مما يؤدي إلى قياسات غير دقيقة لمهاراتهم اللغوية. بالإضافة إلى ذلك، اخترنا استخدام نهج الأسلوب المختلط للتحقق من الفرضية. تضمن ذلك استخدام طريقتين مميزتين لجمع البيانات، والتي تم تنفيذها في متوسطة رباح بن عثمان. تم تصميم هذه المدرسة خصيصاً للطلاب المكفوفين وتقع في بسكرة. أولاً، تمت مراقبة الفصل الدراسي مع مستوى السنة الثالثة في متوسطة رباح بن عثمان. علاوة على ذلك، تم إجراء المقابلة مع اثنين من معلمي اللغة الإنجليزية كلغة أجنبية في المدرسة. بعد جمع البيانات باستخدام أدوات جمع البيانات المذكورة سابقاً، تم إجراء تحليل نوعي لاستخلاص النتائج. أظهرت النتائج أن معلمي اللغة الإنجليزية كلغة أجنبية يواجهون تحديات كبيرة عند تعليم الطلاب ذوي الإعاقة البصرية، خاصة فيما يتعلق بطرق التقييم التقليدية المستخدمة في فصول اللغة الإنجليزية كلغة أجنبية. غالباً ما تكون هذه الطرق غير كافية لتقييم مهارات الطلاب ذوي الإعاقة البصرية بدقة، مما يؤدي إلى قياسات غامضة.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، القسم، المعاقين بصرياً، متوسطة رباح بن عثمان.