



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific
Research



Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Section of English

**An Investigation of the Methods that can Help Deaf
Learners Acquire English as a Foreign Language**
A Case Study at the Centre of the deaf learners at Biskra

**Dissertation Submitted to the Department of Foreign Languages as partial
fulfilment for the Master's Degree in Sciences of Languages**

Submitted by: Ms.KenzaBettayebSupervised by:Dr.Saliha CHELLI

Board of Examiners

President: Mrs.Imene GUETTAL **University of Biskra**

Supervisor: Dr.Saliha CHELLI **University of Biskra**

Examiner: Ms.WardaKhouniUniversity of Biskra

June 2015

Dedication

To you my queen: Mother; without your love, kindheartedness and patience, all the words cannot describe my love to you.

To you my king: Father; I cannot express my gratefulness, for your carefulness and tenderness towards me.

To the spirit of my lovely brother Salim I wish that you are here in front of us, I miss you very much but this is our destiny may Allah give his mercy to you.

To you: Dear Sisters; without your support and love, I could not finish my work. Thank you for your emotional power.

To you: Tender aunts, uncles, grandmother and grandfather.

Deep Thanks go also to all my dear friends without any exception.

I also express my sincere thanks & Faithfulness to all my teachers throughout the whole of my study career.

To all the Students and to all who wish to read my work; I owe you all the pleasure.

I love you all. It is my ultimate duty towards you to thank & dedicate.

Acknowledgements

First of all, our great gratitude is to ALLAH, our source of power, our source of inspiration.

Our deepest thanks go to our kind supervisor: Dr. Saliha Chelli for her energy and support throughout, her trust in us to present a worthy work is also appreciated.

Great thanks to the board of examiners Mrs. Warda Khouni, and Mrs. Imene Guetta.

Being the Head of our Department, all the opportunities and facilities we received are attributed to her: Mrs. Hassina Nachoua. The fact that we had the chance for doing research is in itself a pleasure for which we are opted to thank the English staff.

We would not forget the help of the administration and the teachers of the deaf Centre of Biskra, for their kindness and energy.

We would not also forget the help and support of all the teachers of English department.

I would like to express my sincere thankfulness first to my parents and, then, to the spirit of my brother Salim, to my lovely sisters: Abla, Amal, Soudjoud, may ALLAH bless you all.

And Finally I would like to thank my classmate for their everlasting kindness.

Abstract

Every child can learn even he/she has disabilities whatever those disabilities are, he must deal with the difficulties that focus him. The research in this domain must know the methods that can help deaf learners in learning especially a foreign language. Deafness is a deficiency but it cannot be a hindrance to learn. The aim of this study is to make teachers aware of both the psychological and educational levels to be able to deal with learners who are with this disability and encourage them to acquire English language, in order to know the methods that can help deaf learners learn. The aim of our study is to provide teachers with the available methods in teaching English as foreign language to deaf students. We hypothesize that if deaf learners are provided with effective methods they will acquire English as a foreign language adequately. Our tool that we rely on is a questionnaire for teachers, in order to know to what extent the teachers know the needs of their learners. And we all the teachers of the deaf center were answering the questionnaire. Results obtained from the collecting data tools revealed that the answers of the teachers in teachers' questionnaire were contrary, because in the questionnaire, teachers seem to be aware of the new methods of teaching deaf student, however; they not work to develop the world of deaf in Algeria, especially in English language.

List of Abbreviation

ASL: American Sign Language

BSL:British Sign Language

L1: First Language

L2: Second Language

RuV:Rubella virus

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General Introduction

8. Statement of the Problem

Life is full of challenges; one of the greatest challenges is to learn with disability or to teach someone who is disabled. David and Thamas (2001) says that “teaching deaf and hard of hearing students takes a practical look at the challenges of teaching subject matter to deaf children.” There a huge number of disabled, according to Herly.et al. (2009) “more than six million students aged 3 to 21 receive special education services in public school or private settings.” The researchers said that until now in Algeria there is not a serious statistics about the number of disabled or deaf learners and this is because the huge numbers of citizens live in villages which make it somehow difficult to give statistics.

To be a teacher is probably a complex one made up of memories of your own teaching and the media representation of teachers. There are things that make a good teacher, for examples: dedication, energy, intelligence, professionalism, commitment and above all intuition. Here we talk about normal teacher and normal students, how about normal teacher with handicapped learners. The word handicapped is used to describe a disabled person who is unable to function owing to some property to the environment.

As a matter of fact, each teacher has his own way to teach; however,the worth of revision varies as teachers vary in their styles, strategies and methods of teaching, especially when the subject is about deaf learners.Throughout this study, we will attempt to investigate the different methods that teachers use, and which is the best method to the category.

9. Significance of the study

Every single person is able to prove his existence whatever this person is. In other words, there is no matter about what this person suffers from. Deafness is a deficiency but it cannot be an obstacle in life. That is why the significance of this study is to make teachers aware of both the psychological and educational levels to be able to deal with learners who are with this disabilityand encourage themto acquire English as a foreign language.

10.Aim of the Study

In this research, it is very important to know the methods that can help deaf learners acquire English as a foreign language, also it is necessary to know the psychological aspect to become close to deaf students. Therefore, this study aims to explore teachers with the

available methods in teaching English as foreign language to deaf students. Besides, it will show the importance of the psychological aspects of their deaf learners to deal with them in good way.

11. Research Questions

This study will attempt to answer the following questions:

- a. What are the methods that teachers use in order to help deaf learners learn?
- b. Do deaf learners have special language and how they acquire the foreign one?
- c. How is teacher's knowledge of deaf learners' psychology important helping them acquiring English?

12.-

We hypothesize that if deaf learners are provided with effective methods they will acquire English as a foreign language adequately.

13. The Population and Sample

Trying to know deeply the environment of the deaf student and the way they learn, we investigated the teachers of the Centre of deaf student in Biskra. We will take all the teachers of the deaf center to be in the questionnaire. There are six (06) teachers of secondary school in this Centre we take all of them in order to answer the questionnaire and to know the method of each teacher.

14. Research Methodology

This research is carried out using the qualitative approach in order to acquire and accumulate data for this dissertation. Moreover a descriptive design is employed in the current investigation as a method which suits this research subject and which adopts an analytical framework to be implemented in present study. We find this method suitable because it let us know more about the world of deafness and how learners with such disability learn. In order to obtain to value the research, the data gathering tool that we rely on in this study is a questionnaire for teachers, in order to know to what extent the teachers know the needs of their learners in both the educational and psychological level, and more specifically the methods used to teach English.

The questionnaire will be administered to all the teachers in the Centre, seeking to know their teaching strategies that they rely on in their classroom, they adopt for each learning context, effective factors for academic success and other related questions. The questionnaire will be prepared only for teachers since the focus is on teaching strategies. Questions will vary between close-ended and open-ended questions. Close-ended questions are used to guide learners and obtain specific information; however, open-ended questions are to have opinions and attitudes towards the subject.

About data analysis the data obtained from teachers' questionnaire will be analyzed through percentages, tables and graphs.

Chapter one

Teaching Methods

Introduction

1. Teaching methods
2. Teaching methods for deaf learners
 - 2.1. Visual- literacy Approach
 - 2.1.1. Utilizing Visual Literacy In Teaching Language to Deaf Learners
 - 2.2. Communicative approach
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3. Deaf and hard –of- hearing learners
4. Deaf learners' environment
5. History of teaching deaf learners
6. Teaching deaf learners
7. Characteristics of deaf learners' teacher

Conclusion

Introduction

Education is a very important task in life; every person has the right to it. Even if he/she suffers from certain problems including special needs learners. English as an international language must be taught to everyone thehandicapped one.

In this chapter, we will present teaching methods briefly, after that we will focus on the methods that are used for deaf learners. We will also present deaf students and their environment. At the end we will discover and discuss the way of teaching of deaf learners and the characteristics of deaf learners' teacher.

1. Teaching Methods

Teaching is the act of giving knowledge; it defined in oxford dictionary as the work or profession of teacher; that is to give somebody lessons or instructions or knowledge. According to Peter (2008) teaching is the largest dictionaries favor a simple definition such as the imparting of knowledge or skill; the giving of lessons. In language teaching there are constant changes and developments of teaching methods and approaches. We will talk about the different methods of teaching.

Firstly; Grammar translation method come the beginning and according to Widdowson (2009) the grammar translation method was the traditional way Latin and Greek were taught in Europe. In the nineteenth –century it become to be used to teach modern languages such as French, German, and English, and it is still used in some countries today. Also it pays attention to two features were disliked in that period such as the teaching of grammar in isolation from texts and the excessive use of translation both in the teaching of meaning and in practice exercises. This method was used for the purpose of helping students read and appreciate foreign language literature.

Secondly; the audio-lingual method becomes and it founded during the World War II. According to (Richard & Rodregs.2002) it was widely used in United States and other countries in the 1950's and 1960's. It is still used in some programs today. Also known as Oral method/ Army method/ the new method, because it made to decode shifts in other languages like French, German, Italian, Japanese and Chinese during the war and the government suggest teaching it in the universities for the students to attain conversational proficiency in a variety of foreign languages.

Then; the Competency-Based approach which emerged in United States in the 1970's. According to (Bradai,et all. 2013) By competency we mean a “know how to act” process which is the result of the integration of a set of capacities, skills, and knowledge. The adoption of a competency-based approach is based on worldwide research that highlights the importance of the links between learning and context of use, thus help the learners make learning meaningful.

Finally; Communicative approach and this approach concentrate in teaching students how to use the language is considered to be at least as important as learning the language itself. Brown (1994:77) aptly describes the "march" towards communicative language teaching;beyond this method, teachers are searching the nature of social, cultural, and pragmatic features of language. Also are exploring educational means for 'real-life' communication in the classroom. The Basic Features of communicative language teaching are listed by David Nunan (1991:279) which are five basic characteristics of Communicative Language Teaching:

The first one is that this approach emphasis on learning to communicate through interaction in the target language. The second one is that the introduction of authentic texts into the learning situation. The third is that the provision of opportunities for learners to focus, not only on the language but also on the learning process itself. Then the enhancement of the learner's own personal experiences as important contributing elements to classroom learning. At the end attempt to link classroom language learning with language activation outside the classroom.

The methods are different however the goal is one. All the methods of teaching have the same target, which is Deliver information to the learner. Reminded of the province method is like an Entrance to the deaf world and deaf methods. There are some similarities in the way of teaching and in the method that teachers use in deaf classes and in normal classes.

2. Teaching methods for deaf learners

Education is defined in theOxford dictionary “the teaching or training of people, especially in schools, etc. to improve their knowledge and develop their skills.” is a very important task in life. Learning is defined according to Joel and Harold (2003) as: Learning is a change in behavior that results from the students’ interactionwith the environment. Newstep in cognitive science arebeginning to provide teachers with some general principles, applicable

in education that should facilitate learning. Every person has the right in learning whatever he is safer from illness or not. In this chapter we will talk about the approaches that can be used to teach deaf learners.

2.1. Visual- literacy Approach

We mean by visual literacy refers to visual literacy as finding meaning through visual language better than verbal speech (Hortin, 1994 cited in Dadour, 2008). However according to Seels (1994) it is relating vision to four different terms. The first one is visual literacy which means the ability to understand, and use images; and the ability to think, learn, and express one in terms of images.

The second term is visual thinking which refers to organizing mental images around symbols, lines, shapes, colors, and compositions. Also this technique we find it in normal classes as visual notes are presented in mental image forms to solve different problems in learning and education, for it provides the learner with an effective way of linking ideas, parts of lectures and elements of discussion in a highly cognitive way. Here we can say that the deaf learns with their eyes because they are the senses that they can learn with; however, the normal people use all their senses. Then it is comes the visual learning which means the learning from visuals and research on designing visuals for teaching.

The final term is visual communication here come the using of visual symbols to express ideas and convey meaning. Mahiri and Godley (1998) claim that; “literacy is essential for developing the analytical and higher thinking skills of human beings. As they say, literacy changes the mode of thought and cognitive abilities of the individuals.” The cognitive abilities refer to the person himself if this person wants to learn or no, and here we said it is refer to the capacity of understanding.

Weaver (1998) mentions that literacy includes more than merely being able to read and write. According to Weaver, a literate person can read and write for his or her own reasons and purposes. In addition, Weaver believes that literacy is not merely a goal but a means; not merely a product, but a lifelong process of learning. Weaver here is right and we add that in addition to the ability to read and write The term's meaning has been extended to include the ability to use language and here we can say the sign language which is our research in chapter two, also numbers, images and other means to understand and use the dominant symbol systems of a culture.

2.1.1. Utilizing Visual Literacy In Teaching Language to Deaf Learners

Another approach that can help deaf learners learn which is the visual literacy, the most teachers of deaf are rely on this approach in teaching the deaf learners. Snyder and Mayberry (1996) reveal that the utilization of the visual modality is essential for teaching reading and writing to deaf learners. At this point Snyder and Mayberry alert to the important of using images, pictures, and drawing in order to help students learn.

Harris and Beech (1998) explain that deaf education methodology, in the area of literacy, was previously depending on phonics approaches. These phonics approaches, as Harris and Beech (1998) say, led deaf learners to attain scores significantly less than their normal peers in a reading test administered after one year of reading instruction. Harris and Beech's interpretation of these results assures the fact that normal people, unlike the deaf, acquire the spoken language before being involved in literacy programs. Thus, the phonics approaches were effective with the normal learners who had had a previous phonic background, and non- effective with the deaf ones who did not have such a background.

This point is discussed by many researchers like Albertini (1993) reports who that the Commission of the Deaf declares that some 175 years of research, on the teaching of English literacy to learners reveal that deaf learners still have low achievement scores in reading and writing. Consequently, further studies need to be conducted for the sake of developing the literacy skills of the deaf people.

2.2. Communicative approach

As the communicative approach the characteristics are the same. However; the different is on the language. Deaf learners' uses in their communication sign language which we will talk about it in second chapter, the characteristics of this approach classified in the coming short paragraph:

The first one is that this approach emphasis on learning to communicate through interaction in the sign language. The second one is that the introduction of authentic texts into the learning situation. Than it becomes the third one which is the provision of opportunities for learners to focus, not only on the language but also on the learning process it. Finally the enhancement of the learner's own personal experiences as important contributing elements to

classroom learning. At the end attempt to link classroom language learning with language activation outside the classroom.

2.2.1. Communication during Interaction

Marschark and Patricia (2003) agree that one of the issues of interest to researchers is the kind of communication used by deaf and hard of hearing children when interacting with peers. One line of research examines the kinds and relative proportions of linguistic (oral or signed) and nonlinguistic (physical activity, mime, gesture) communication used by deaf and hard of hearing and hearing children with deaf and hearing peers.

Another one is the kind of communication that is mentioned by Marschark and Patricia (2003), linguistic or nonlinguistic, used during peer interaction. Linguistic interaction includes both oral and signed communication. A final area of research is the themes of interaction. Each of these can reveal children's skills and potential sources of difficulty. When we say oral here it refer to movement of the lips and gestures.

2.3. Observation Study

As in the study of Marschark and Patricia (2003), Frequency of peer interaction is of interest because of its inferred relationship with social competence. Most of the research with deaf and hard-of-hearing (D/HH) learners is based on observations of peer interaction and social play of preschool and elementary children. That is meant that in communication deaf learners use their eyes to understand the speakers we mean here the movement of the lips and gestures to deliver the message.

This may reflect the importance of peer interaction for young children and the ease of observing them during play. Marschark and Patricia (2003), agree the observation studies focus on frequency of interaction typically count the number of times or number of intervals during which a child interacts with a peer. According to the same source, other studies have found no differences between deaf and hard of hearing learners and hearing learners. One of the problems in drawing conclusions from such research is the difficulty in controlling factors that affect interaction, such as the D/HH learners' language ability, mode of communication and age, and the partner's language ability and familiarity. Here we are looking for the existing of the Group work which is a form of cooperative learning. It aims to cater for individual differences, develop students' knowledge, generic skills. Here the group of learner shares the same disability therefore the cooperative learning will exist.

3. Deaf and Hard-of-Hearing learners

According to the American Dictionary of the English Language student is defined as “the One who is enrolled or attends classes at a school, college, or university. It is also a person formally engaged in learning, especially one enrolled in an institution of secondary or higher education. Without looking if that student belongs to special category. However, in regards to deaf and Hard-of-Hearing Marc and Patricia (2003) insisted that the appropriate representation of the population of deaf and hard-of-hearing learners is the Annual Survey. Annual Survey is considered: gender, age, racial/ethnic background, and the written/spoken languages used regularly in the learner’s home.

The Annual Survey provides a clearly representative cross-section of the learners in America’s deaf education programs. The data were obtained by distributing machine-readable forms to all public and private schools and programs that had been identified as providing services for deaf or hard-of-hearing children and youth, with the request that one form be completed for each child. Compliance was voluntary and confidentiality strictly maintained. Though not all schools and programs were sure to have been identified, and not all that had been identified responded, we can conclude that deaf students need special treatment from the teachers. In the case of teaching teachers teach their learners with methods or the way of presentation of the lessons.

4. The history of Teaching Deaf

The disabled people especially the deaf face tremendous perceptions and attitudes that have influenced the quality of educational opportunities. The earliest records from classical and ancient civilizations provide little information about the roles of signs, gestures, and spoken language in the daily lives of deaf people, leading to consideration of the extent to which deaf people were seen to be able to reason and communicate thousands of years ago Marschark (2003).

According to Marschark (2003) the first establish school of deaf education was in America both hearing and deaf learners used signs on such a common basis that it seemed normal to everyone. At least as far back as the 1690s, there were literate deaf people, but little is known about how they were taught at least a century before the first formal school was initiated in America. As it mention in the same source teaching deaf students activated in the early 1800s, when the Cobbs School, an oral school, was established by William Bolling and John Braidwood, and the Connecticut Asylum for the Deaf and Dumb, a manual school, was

established by Thomas Hopkins Gallaudet and Laurent Clerc. When the Cobbs School closed in 1816, the manual method, which used American Sign Language, became commonplace in deaf schools for most of the remainder of the century.

In the late 1800s, schools began to use the oral method, which only allowed the use of speech, as opposed to the manual method previously in place. Students caught using sign language in oral programs was often punished. The oral method which is in using of the lips and we will speak of this point later this method was used for many years until sign language instruction gradually began to come back into deaf education. After that the American Sign Language starts to appear and develop and it is become as an international English sign language. We conclude with America was the key of deaf teaching starting with the oral method until the development of the teaching when teaching arrived to the sign language.

5. Deaf learners' Environment

The environment differs from a person to another; it depends on the person himself. The environment of deaf students is totally differing from the hearing students. According to Lenore and Williams (1999) Language learning is a natural process. Hearing children acquire language from listening and interacting with their environment. Language learning in deaf and hard-of-hearing people is not always as spontaneous and easy.

However, many deaf or hard-of-hearing children acquire language rapidly, naturally, and comprehensively from their environment which helps them learn, in their special classes. We talk now for the family which takes a large space in the environment of the deaf. The foundation for language learning begins with a strong parent-child bond and an environment that supports a deaf child's special needs. We conclude that learners with special needs need special work and special energy.

6. Teaching Deaf Children

Teaching is an immaculate job; it needs a special energy. This depends to the learners themselves if they are belong to the special needs or no.

According to Donald and David (2006) The unique differences versus group (general) difference position In terms of the distinctiveness of the group of deaf pupils, opinions differ, from those who minimize any difference and point to overriding similarities of deaf and hearing children, to those who see deaf children as significantly different and requiring

different educational procedures. At one level this is inevitable because of the heterogeneity of the group. Children with lesser losses can be significantly assisted by hearing aids such that they can cope in mainstream classrooms, although they may be disadvantaged by poor acoustics, noisy environments or working in large and lively groups.

English-based approaches exemplify a unique differences position in that they point to a whole range of different provision to meet educational need. These include adaptations that can be seen as benefiting all pupils, by this point we take examples of good acoustics and attention to visual as well as spoken representations of ideas, or special provision such as communication support in the classroom and withdrawal.

Although numerically the numbers of deaf children being educated through a sign bilingual approach are small, they are an important group because they constitute a clear example of a group difference position. In her book Marschark (2003) claimed that Deaf pupils learning through sign require a different pedagogy in order to achieve some of the same goals. They require the use of sign in the classroom (our work in chapter 2); some modified and specially developed materials and recognition of different ways of teaching subjects using a visual spatial language, sign language, compared with a linear or all language, spoken language. While the pupils are not using a different language, their access to English in the classroom situation may be limited, which raises questions about the extent of their participation with other pupils as well as the teacher, and their own learning style, which may be more visually based. The distinction introduced between the two groups may not be as robust as may appear, and deaf children have both group and unique needs. Thus there is a tension between the two positions in considering the pedagogical needs of deaf pupil.

To sum-up we say that in order to achieve a classroom where they are can participate fully they require the presence of other deaf children and deaf adults, in recognition that the classroom is a social context for learning, not simply a teacher-pupil learning situation. We should have clever teachers; of course the position is not this clear cut. Where significant changes are made for pupils using English, such as the introduction of a communication support assistant in the classroom, issues similar to those for sign bilingual pupils arise.

7. Characteristics of Deaf Learners' Teacher

Teaching is not an easy task, especially teaching deaf people. "teaching deaf and hard of hearing students takes a practical look at the challenges of teaching subject matter to deaf

children”(David and Thamas, 2001). We can say that parents are the first one who must take in considerations their deaf children in both sides the educational one and the psychological one. According to Lenore and Williams (1999), parents are their children's first teachers. Although they are not trained to teach their child language, they are inherently qualified for this task. Distinct characteristics of language are used by most parents. we can claimed that hearing parents use strategies that elicit oral language, whereas many deaf parents use strategies that elicit sign language. This natural way of communicating with a baby is universal throughout the world and these characteristics are similar in many different languages. To conclude this idea we can say that parents use these strategies without thinking, unless something has happened to disturb the natural reciprocity of the relationship.

According to Donaldf and Davids (2006) the question of how to teach deaf children in essence involves the centuries-old oral-manual. Some professionals advocate the use of oral-only instruction, with emphasis on speech, speech reading, and use of residual hearing. Others advocate the use of an American Sign Language (ASL) and English bilingual approach those will be our issue in the second chapter. There are numerous gradations between the two. The use of an English-based sign system—differentiated from ASL—either alone or in combination with speech, is common, as is an approach incorporating oral communication, English-based signing, and ASL depending on situational variables and child needs.

The principles upon which instructional planning proceeds are applicable to deaf students at all grade levels; thus, in the book of David and Thamas (2001) is suitable for teachers at the elementary through high school levels. These principles are diverse but revolve around four central themes; the first one is creating authentic experiences; the second one is integrating vocabulary development; than creating opportunities for self-expression; than providing deaf role models.

Conclusion

Deaf people struggle with the problem of voice. However this is not an obstacle, we may take the wisdom from Beethoven who has the compositions which includes 9 symphonies, 5 concertos for piano, 32 piano sonatas, and 16 string quartets. However; in about 1800 his hearing began to deteriorate, and by the last decade of his life he was almost totally deaf.

In this chapter we had defined some terms that had relation with deaf learners; which are disabilities, special educational needs, and deafness. Moreover, we talked about the approaches of teaching and the world of deaf students, their way of study and their environment. In the second chapter we will talk about the acquisition of sign language.

Chapter Two
Sign Language Acquisition

Introduction

9. disabilities
10. specific educational needs
11. deafness
12. The Result of a Hearing Loss
13. Language
14. First language Acquisition
15. Second Language Acquisition
16. Language Acquisition of the Deaf
17. American Sign Language
18. Deaf Communication
19. The Communication with Deaf

Conclusion

Introduction

Philosophers in ancient societies were interested in how human acquired the ability to understand and produce language, but for the most part they seemed to regard language acquisition as a subset of man's ability to acquire knowledge and learn concepts. In this chapter we will define disabilities, special educational needs, and deafness. Then we will talk about the result of a hearing loss and we will define language, first language acquisition, second language, language acquisition of the deaf than American Sign Language, we will also talk about and the deaf communication and how normal people can communicate with deaf people

2.1. Disabilities

Disabling is to not be able to do something; we may say that is as an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus, disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

Yet in this research we mean the deaf disability. According to Johns (2010) Students who are deaf or hard of hearing require different accommodations depending on several factors, including the degree of hearing loss, the age of onset, and the type of language or communication system they use. We may conclude with the disability in deaf needs a special treatment and special way of teaching too. because may use a variety of communication methods, including lip reading, cued speech, signed English and/or American Sign Language.

2.2. Special Educational Needs

According to Wearmouth (2009) the educational environment, for the student without sight, the need might be for text in Braille, 'talking books' or support from a classroom assistant to disabilities access to the school curriculum.

Broadly stated by Gill (2004) in his explanations about special educational need that all learners have particular needs; some individuals will prefer some topics, teaching styles and learning methods to others and all classrooms have a line of abilities. Gill also explains the main special educational needs and he said that there are five needs which are:

The first is the cognitive and learning difficulties (including specific learning difficulties); the second one is the autistic Spectrum difficulties; which may be defined as a neurodevelopmental disorder characterized by impaired social interaction, verbal and non-verbal communication, and restricted and repetitive behavior. Then the social emotional and behavioral difficulties; and here the family takes a large space for example when the parents are divorced this may cause their child, than sensory and physical difficulties; and finally communication and interaction difficulties.

2.3. Deafness

Allah creates people and he gives them a lot of graces. However, there are some of them who suffer from illnesses like deafness which is meant according to Paddy (2003) “Deaf” refers to those born Deaf or deafened in early (sometimes late) childhood, for whom sign languages, communities and cultures of the Deaf collective represent their primary experience and allegiance, many of whom perceive their experience as essentially akin to other language minorities.” According to Paddy (2003) deafness is defined as a partial or total inability to hear. In children it may affect the development of language and can cause work related difficulties for adults. Hearing loss is caused by many factors, including: genetics, age, exposure to noise, illness, chemicals and physical trauma. Hearing testing may be used to determine the severity of the hearing loss. However we know that everything has a degree deaf also there are people who cannot hear at all and other hear but in less, it is depend into Hearing Impairment.

1. Causes of Hearing Loss

As a first step we will define hearing disability as it is mentioned in the course in Cairo university (2004) a special education classes that prevent the auditory system when an individual functions, or reduce the individual's ability to hear different sounds .it is between severity from simple and medium degree to which the resulting audio weakness. Secondly; the prevalence of people with hearing disabilities Prevalence of hearing disability on speaking used in the definition and the means to measure hearing ability depends, as well as the community in which the study is conducted. Everything in this life happen according to a cause, hearing loss also it is result as it is mention by Williams (1999) that the result of a hearing loss to the inner ear, or cochlea as it is seen in figure number one, and its connecting nerves is referred to as a sensorneural hearing

loss. It is also frequently called "nerve deafness" but this is not always an accurate description. The delicate nerve mechanisms or the thousands of tiny hair cells in the cochlea are damaged, which causes speech discrimination difficulties. Heredity, tumors, and traumatic injury are some of the causes of sensorineural types of hearing loss.

Illness accompanied by high fever, especially for a prolonged period of time, meningitis, benign growths in the hearing nerve, and viral infections (mumps and measles) can also cause hearing losses. While the mother is pregnant, she may contract infections such as rubella or cytomegalovirus that can cause hearing loss in the unborn child. These infections may be so mild that the mother is not even aware of symptoms. However; by the development of sciences parent can know if their child will be a deaf or no even if he/she not born, if they face a problem of hearing loss in their child they can treat it. In figure number 2.1.it shows the part of the ear, if observe the external, middle, and internal ear.

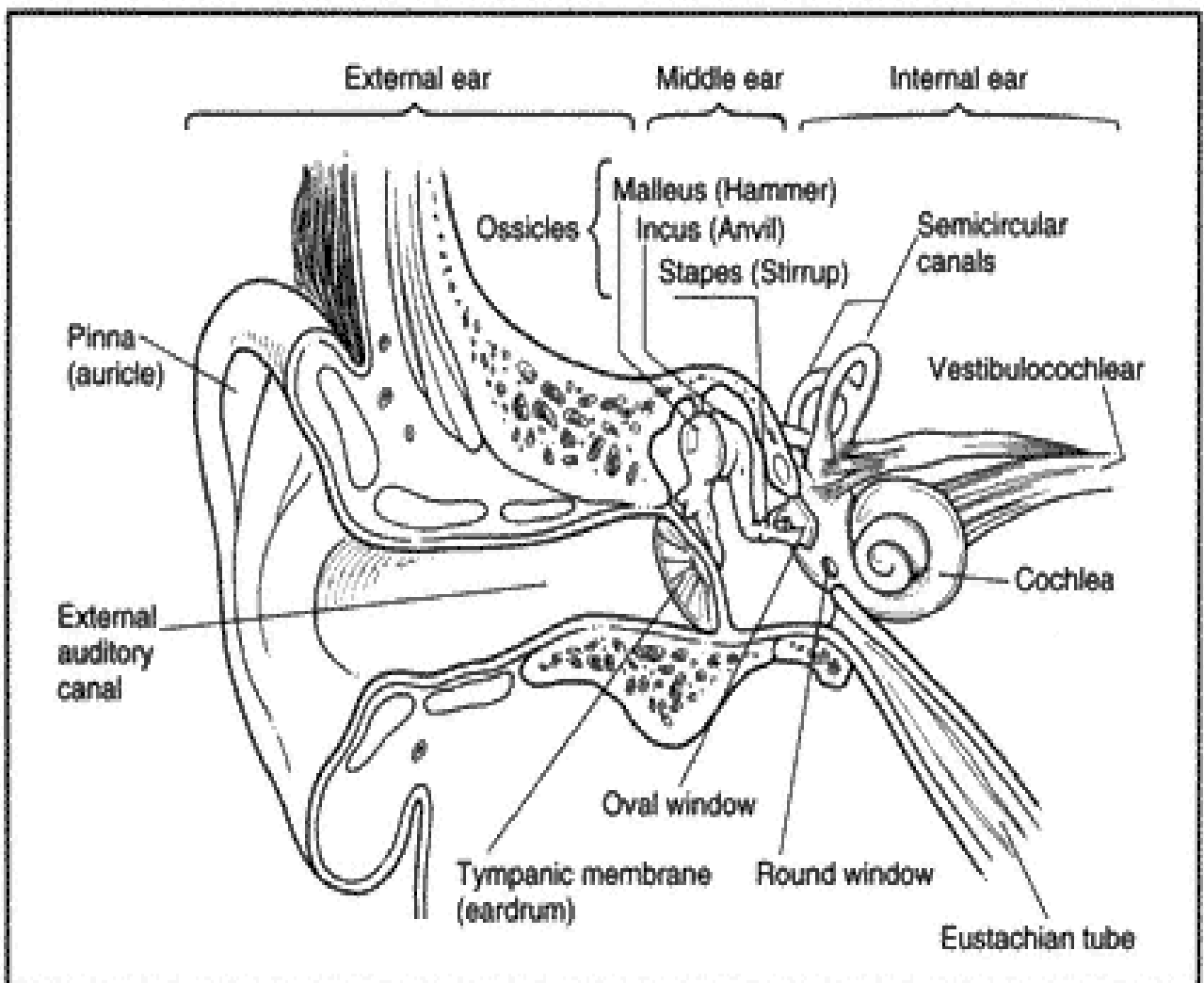


Figure 2.1. The ear and its anatomical structures.

Note the three main portions of the ear and the associated structures. Reprinted with permission from *Anatomy and Physiology the Easy Way* by I. Edward Alcamo. Barron's Educational Series, Inc., 1996. Lenore M. Williams, M.A (1999) p 63.

Also what is mentioned in the course in Cairo university about the causes of hearing disability and let take them as points:

As a first cause the Heredity is considered a major cause of half of all hearing disability, and as the most coming cause. Which may cause before the birth of the baby, the second cause goes to the pregnant mother which is rubella infection. (Rubella virus (RuV) is the pathogenic agent of the disease rubella, and is the cause of congenital rubella syndrome when infection occurs during the first weeks of pregnancy.). the next cause and as a dangerous disease meningitis, according to Sáez and McCracken (2003) meningitis is an acute inflammation of the protective membranes covering the brain and spinal cord, known collectively as the meninges. The next image it will shows better.

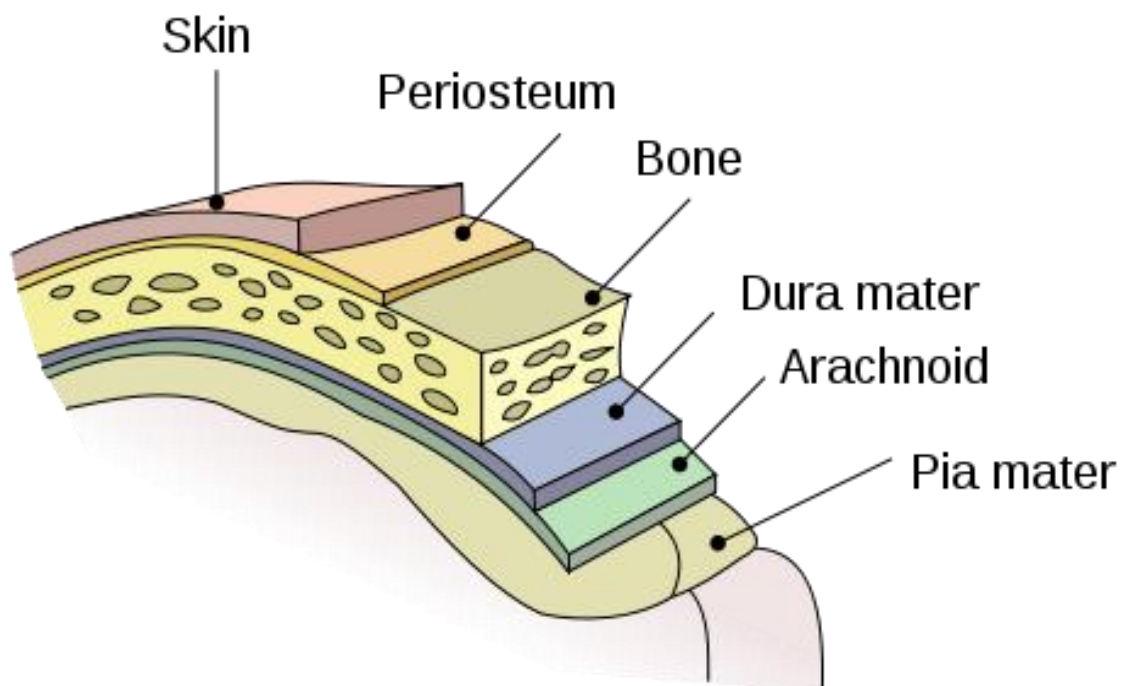


Figure 2.2. Meninges of the central nervous system: dura mater, arachnoid, and pia mater.

work of the National Institutes of Health, part of the United States Department of Health and Human Services. As a work of the U.S. federal government, the image is in the public domain.

The next cause in the lack of oxygen at birth, or obstructed labor also rugs and drug poisoning. Then it becomes exposed the middle ear to repeated infections. Everything starts from the birth it may the birth defects in the middle ear a great reason .Hole drum as a result of exposure to sounds too high for long periods.

2. Language

Language is the tool of communication it is defined by Martyn et.al (2011) as a system of symbols (vocal noises, marks on a page or hand movements) that we use to communicate with others. According to such a definition, all animals ‘speak’ a language to other members of their community, but human language is seen as distinct from the communication systems of other species in important ways.

In particular, Jean Aitchison (2008 cited in Martyn 2011) notes particularly the similarities between human and non- human languages; human language is distinctive in several key respects. First, Semanticity that is means the symbols that people use in their language (spoken, written or signed words) carry meaning. It has not yet been demonstrated whether or not units of animal language are ‘meaningful’ in the same way.

Second, Duality and displacement ‘duality’ refers to the way that the individual components of people’s language (e.g. letter sounds) do not carry meaning in themselves, but can be combined into larger units that do (e.g. words and sentences). ‘Displacement’ refers to the ability to use language to talk about things that have happened in the past or will happen in the future, as well as in the here and now. Both these elements have been observed to a lesser extent in some non- human communication systems, but only human language has both these characteristics.

Third, Structure- dependence this refers to our ability to recognize that language has patterns within it and a structure that enables us to manipulate and substitute ‘chunks’ of language. Then, Creativity it refers to the ability to use symbols to talk about anything the speaker is interested in. Human language may have a finite number of speech sounds or written characters, but these can be combined in a potentially limitless number of combinations.

Finally intension reading and this referred to as ‘mind reading’ or ‘theory of mind’ in the developmental literature, this is the ability to put oneself in the position of another person, to

appreciate what they know or might feel, and to understand that this might be very different to what we know or feel at the same time, or in the same situation. The ease with which humans are able to acquire and use this ability far exceeds what has been observed in non-human animals, although it should be noted that this is not an ability that one either possesses or does not possess – different levels of ability are observed in both humans and other species.

3. First Language Acquisition

Language acquisition is the process whereby children acquire their first languages. “the important features that all shades of L1s share are that they are assumed to be languages which are acquired during early childhood – normally beginning before the age of about three years – “(Muriel Saville – Troike, p 03) All humans (without exceptional physical or mental disabilities) have an innate capability to acquire language. First language acquisition is mostly passive. We listen to the people around us, their speech melody, their sounds, their words, and their sentence structures. Before we can even read or write a single word in our first language, we already use an impressive vocabulary and many important grammar structures. Some people never learn how to read or write but still speak their first language fluently.

Babies learn rules while listening to the people around them. They are able to distinguish sentence structures at the early age of seven months as experiments have shown. They also pick up new words from their surrounding people. At the age of six, most children have acquired their native language(s) without any effort

Children may acquire one or more first languages. For example, children who grow up in an environment in which only English is spoken and heard will acquire only English as their first language. However, children who grow up in an environment in which both German and English are spoken and heard equally will acquire both German and English as their first languages. Acquisition occurs passively and unconsciously through implicit learning. In other words, children do not need explicit instruction to learn their first languages but rather seem to just "pick up" language in the same way they learn to roll over, crawl, and walk. Language acquisition in children just seems to happen.

4. Second Language Acquisition

Second language acquisition can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom, and second language acquisition as the study of this. Muriel had defined second language that it's "typically an official or societally dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively".

However Rod (2012) defined it as "The systematic study of how people acquire second language (often referred to as an L2). Is a fairly recent phenomenon belonging to the second half of the twentieth century "

This has been the time of 'world wide web 'when communication between people has expanded way beyond their local speech communities.

The meaning of the term "second language acquisition" can refer to any language that is learned subsequent to the mother tongue thus, it can refer to the learning of a third or fourth language. One of the external factors is the social conditions influence the opportunities that learners have to hear and speak the example; it is one thing to learn a language when person respect and are respected by native speakers of that language. It is entirely different when you experience.

5. Language acquisition of the deaf

The Deaf are not disabled, they are a language minority. Every community in this life has its own way of communication. That is what is claimed by Derek (2011) that it is easy to pass over this by saying, 'Right! But they are still keen enough to claim all the financial benefits that go to groups of Disabled.' It is easy to argue that simply declaring they would have no problems if only everything were available in British Sign Language (BSL) which is according to Sutton (1999) is the sign language used in the United Kingdom (UK), and is the first or preferred language of some deaf people in the UK; there are 125,000 is wholly impractical since society cannot afford to featherbed such a small minority. This image shows the alphabet in British sign language.

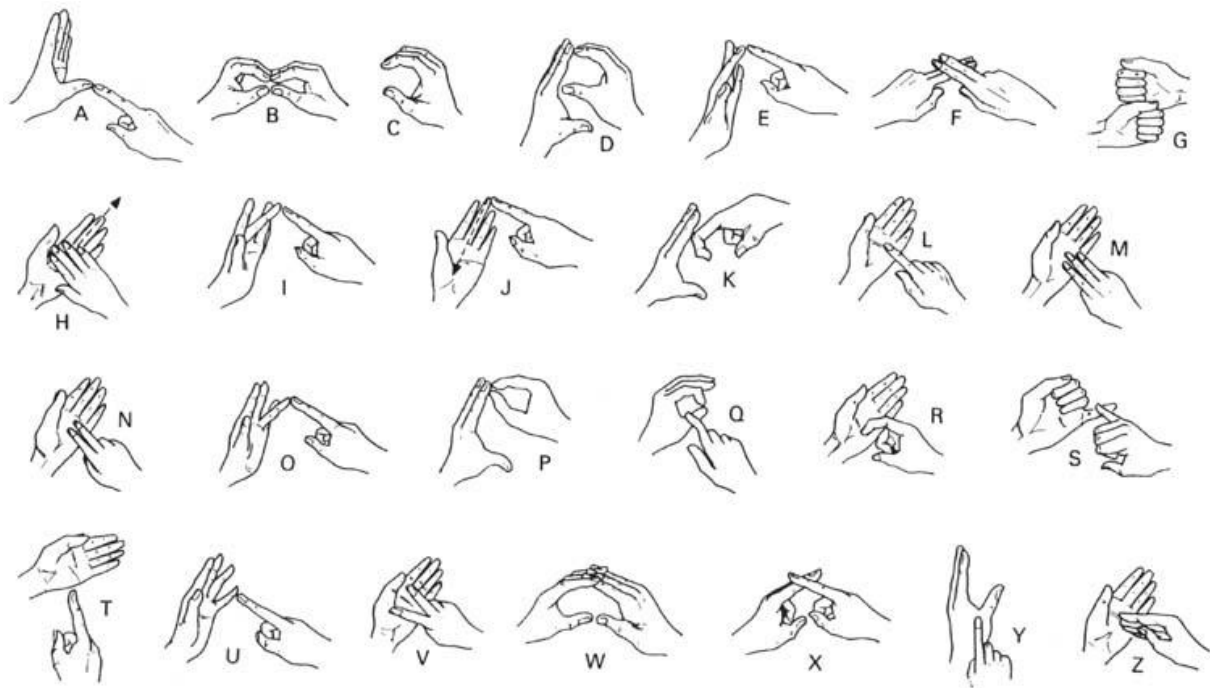


Figure 2.3. The Alphabet in the British Sign Language

It is easy to point out the everyday problems from traffic awareness to several people speaking at once, which are not solvable in simply language terms. And yet there is an essential truth underlying that statement which passes over the heads of so many hearing people: that the biggest problem faced by the Deaf is not that they cannot hear, but that they cannot acquire language in the way that the majority do, which is the most efficient way.

Many people would relish suddenly being asked to give an impromptu lecture on audiology to a group of French students who have no knowledge of English, relying solely on what they can recall from their schoolday French and the occasional phrasebook before setting out on holiday. They would find both their vocabulary and their grammatical expression confined to what they had been formally taught, as opposed to English where they continually learn, revise and reinforce their language skills by what they overhear, from television to the supermarket queue. Not only would they lack knowledge of what to say, they would be hesitant and embarrassed at their inadequacy.

6. American Sign Language

American Sign Language (ASL) is defined by Marc et al (2000) that it is a visible language that is linguistically independent of English. Its signals are hand shapes and movements that represent words and concepts. Many deaf and hard of hearing people use ASL rather than English as their primary mode of communication. For many, it is a native

language with rich cultural associations. An interpreter is a skilled professional who can translate the meaning of spoken English words into ASL, and can translate ASL into English. Interpreting written or spoken English into ASL requires a high degree of education. It takes as much time and effort to learn sign language as any other language. This image it shows the alphabet in American Sign Language.

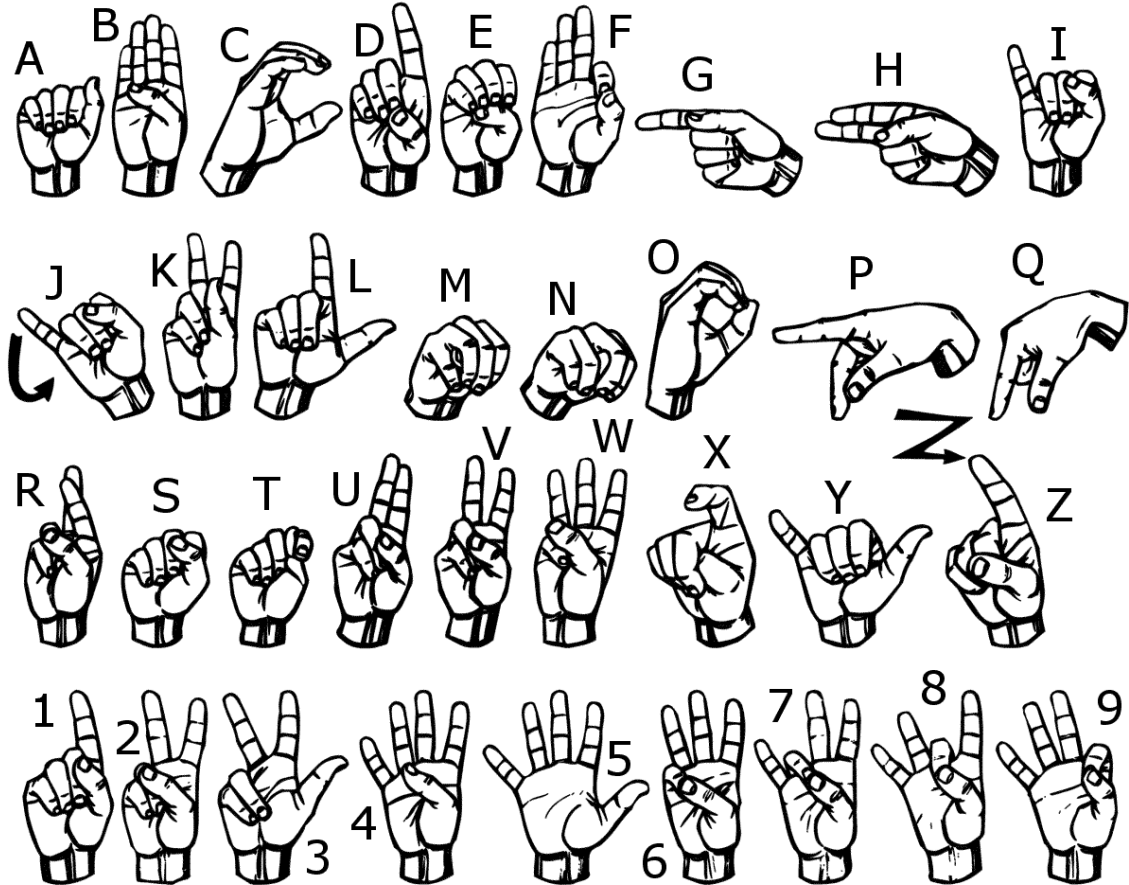


Figure 2.4. The Alphabet in American Sign Language

We can observe that there is a deferent in the alphabet in American and British sign language.

Marc et al (2000) also they give people some advices in how to deal with deal person. Communicating with a deaf person through a sign language interpreter is very easy but hearing people should keep in their minds those points. Frist, when addressing a deaf person, must look directly at him or her, not the interpreter. Speak to the person as if the interpreter were not present. Second, some deaf people use their own voice while signing others do not, therefore; the interpreter will say in English what the person signs. In both cases, respond by talking to the deaf person, not the interpreter. Third, the interpreter should stand or sit directly

beside the speaker so that he or she is easily visible to the deaf person. Finally, the interpreter should not be placed in shadows or in front of any source of bright light, such as a window.

7. Deaf communication

According to the study that appears in the journal *Cognition* “Deaf people may have no trouble communicating words through American sign language, or ASL, but studies of ASL users show that the average deaf adult reads at the level of a nine-year-old. The explanation has always been that is because they never learned to connect letters with sounds. But a recent study shows that deaf readers are just like other people learning to read in a second language. Linguist Jill Morford led the study she says: “ the assumption with reading were educational issues with what is the right way to teach reading when you cannot associate sounds with letters , but what we were finding in that all this time we have been ignoring that fact that they’re actually learning a new language.”

Ms. Morford is a professor at the university of New Mexico and part of a research center at Gallaudet University in Washington. Most students at Gallaudet are deaf; the center studies how deaf people learn and use language. Professor Morford says signers are like English learners whose first language uses a different alphabet, she says: “Anyone who has a first language that has a written system that is very different than English, like Arabic or Chinese or Russian, knows that learning to recognize and understand words in English is much more challenging than if you already speak a language that uses the same orthography. The orthography is the written system and spelling of a language of course, with signers, their first language has no written system at all, just hand gestures.

Gallaudet professor Tom Allen explains what effect this has on reading. He says: “There is a silent hearing going on When a hearing person reads a word, there is some kind of an orthographic representation. Some of the research in our center has shown that when deaf readers read an English word, it activates their sign representations of those words.” Signers can face the same problem as other bilingual people. Their brains have to choose between two languages all the time. Deaf learners have the right to do everything, in the real world they provide all the rights of this category; however in our society they not.

8. Communication with Deaf

According to Martynet,al (2011)he looks to the language as it is the major way of forming and developing concepts, and using these to express understanding and to communicate with other people. He also says that Language depends on, and is a basis for, learning and memory, as well as general thinking abilities. However; if there is a communication between two deferent for example when a hearing person communicate with a deaf one, the hearing person must take in consideration those point which they mention by Derek (2011).

First, hearing person should not sport a beard and/or moustache. The theory of this isthat it makes you more difficult to lip-read. I suspect that inreality it is just that the traces of yesterday's breakfast areddistracting. Because deaf people help themselves to understand the communication by looking to the lips of the speakers in order to decode the messages.

Second, the hearing person should not wear bright-cultured or highly decorated clothing above the waist; it gives your signing space the equivalent of glare from a television screen. Third should catch the attention of the Deaf by switching a light on andoff. This works quite well if you have a large roomful of mainly Deaf students all engaged in some activity. However what is observed is that people do it in a classroom where to reach the light switch they had to walk past the only two Deaf in the room and could perfectly well have simply tapped on the desk they were working at. In theory the dazzling light from outside shadows the speaker's face making lip-reading difficult. In practice, every school I have ever worked in has such vast candlepower in their lighting system that even a comparatively bright British day outside will have little effect on it. The speaker who communicates with deaf person should never shout.

The sound and the resultant facial expression and body language will successfully remove any ambiguities about your opinion of their deed. The hearing should not also speak unnaturally loudly, slowly or deliberately. This distorts both sound and lip pattern, he should also Get the person's attention first. Waving a hand in their peripheral vision is the approved method. Tapping them on the shoulder from behind and making them jump out oftheir skin is effective, but unlikely to win you a cooperative audience.

What is mentioned in the course of Cairo University about the ways that is used in communication with deaf:

The speakers should use his hands. We mean here jut the using of one hand in order to not confuse the deaf person. Then, Oral way, and here we mean that note the learner is the extent of the movements of the mouth, lips and device in the words and then translate them

into letters and sounds. Total contact it refers to the eye contact, and body language. Swanson indicate and Wales in 1979, that every child has the right to learn all the ways for the development of language proceeds and that by (total emotion, talk, fingerspelling, lip-reading, and speaking) if any remnants of audio we make here the importance to the other organs and neglect the ear.

Janna and David (2008) in their book they help people by showing the ways that can be useful to read American Sign Language. People can learn American Sign Language by watching the entire picture of the body in motion. That includes hands, torso, eyes, face, chin, and head. Sometimes the arms may swoop and move and guttural sounds are made, and you won't know where to look or listen or feel. People will just have to get used to letting the experience wash over people again and again until you become comfortable seeing the big picture in the close-up signing experience. Remember, signing also includes emotion. An angry person will sign faster and with more muscular emphasis than one who is quiet and joyful. Hand Shape A is made by closing your fingers into your palm to form a soft fist. Your thumb is outside the fist and it rests on the outer edge of your closed index finger. This image can help the speaker know the method of using the hand.

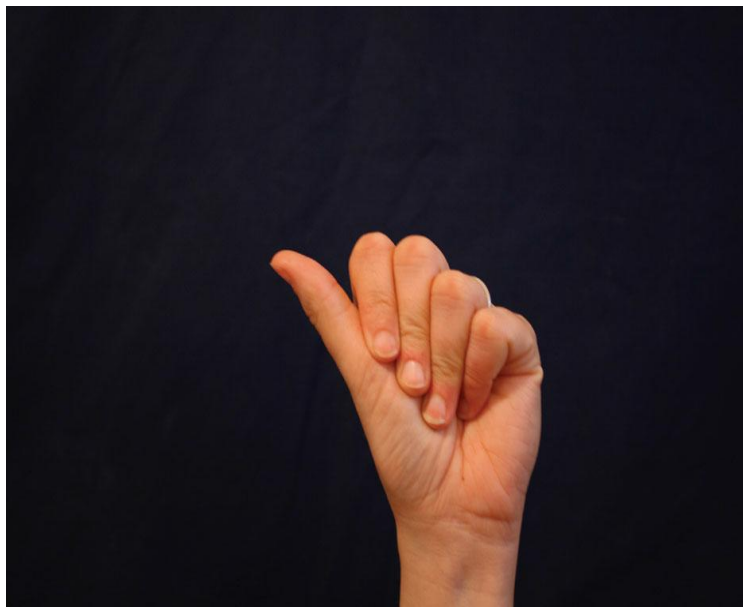


Figure 2.3. Picture Yourself Learning American Sign Language, Level 1 Janna M. Sweeney and David W. Boles (2008) P 37

Conclusion

As a conclusion to this chapter, Language is very important assignment in life; it is the way that helped people exchange their thoughts and ideas also it is the key that helps people exchange their emotions and beliefs. In this chapter we rich the brains, we recognized the result of hearing loss. We defined the terms that have a relation with language and language acquisition; in addition, we had discussed the American and British sign language, we gave the way that helps people communicate with the deaf one. In the third chapter we will do a teachers' questionnaire to know their knowledge of deaf students and make an analysis of their answers.

Chapter Three

Data Analysis

Introduction

3.1. Population and Sampling

5.2. Means of Research

3.3. The Questionnaire

3.4 Aim of the Questionnaire

3.5 Description of the Questionnaire

3.6 Piloting the Study

3.7 Administration of the Questionnaire

6. Results and Analyses of teachers' Questionnaire

7. Interpretation the Result

Conclusion

Introduction

The aim of this research study is to find out the different problems that face the students in raising their level and to know the methods which are using by the teachers. For this purpose, we rely on teachers' questionnaire to understand the problem and try to suggest some solutions.

3.1. Population and sampling

All the population which consists of number secondary teachers was used as a sample in this research.

3.2. Means of Research

The teachers' questionnaire was chosen in our research as a tool of gathering information.

3.3. Aim of the Questionnaires

Questing is one of the most natural ways of gathering information; this is the tool that we rely on. The main purpose of the teachers' questionnaire used in this research is to know what methods the teachers use to teach English as well as the strategies to develop learners language. Moreover the aim is to know to what extent teachers of deaf students know their students; and how to deal with them. It also as an instrument to know those teachers are qualified to teach them.

3.4. Description of the Questionnaire

The teachers' questionnaire contains 15 items; the selected format of questions and close questions include open ended questions. Items (1-5) ask teachers about general information about the center of special needs. Items (6-9) look for the methods that teachers use. Finally, items (10-15) are about the sign language and to what extent teachers are able to teach deaf students. A full analysis of the questionnaire's results is presented underneath the brief descriptions of the main sections.

In section one is the part of the questionnaire is generally referred to as "General Information" We asked in this section for the personal knowing or how the teachers are prepare them to graduate as a teacher of deaf students. In section two "The Teaching Methods" is the second main part of this questionnaire. It includes three items pursuing teachers' position towards dealing with using the appropriate method to make their student understand. The items also let the teachers give us their suggestions and give us also the new methods that their use if exact.

In Section three here in the last section in this questionnaire is entitled “sign language acquisition” Its main objectives are to know the level of teachers, their capacity to learn and teach the sign language. The questionnaire concludes with the suggestions of the English teachers to develop the way of learning.

3.5. Piloting the Study

In order to confirm that all the questions and instructions of the questionnaire were clear, the questionnaire was handed to six teachers who belong to the same population i.e., they all teach in the deaf centre of Biskra. Those teachers who are teachers of secondary school were asked to fill all the questionnaire and writ down their suggestions.

As to results of piloting, all the teachers were answered all the questions without any difficulties. However; there are some teachers who teach Arabic and French and sport they face some difficulties in understanding English language; therefore, we translate the questions in English to the Arabic language. The answers were in Arabic; thus, we translate also the answers of the teachers into English language.

3.6. Administration of Teachers’ Questionnaire

After the pilot study had been completed, the questionnaire was administered to six (06) participants that are found in the center of the deaf students in Biskra. The questionnaire is divided into three sections related deaf students.

4. Results and Analysis of Teachers’ Questionnaire

Section One: General Information.

1- Did you study in the Centre of special needs?

| Answer | N | % |
|--------|---|------|
| Yes | 5 | 83% |
| No | 1 | 17% |
| Total | 6 | 100% |

Table 3.1: Teachers 'study.

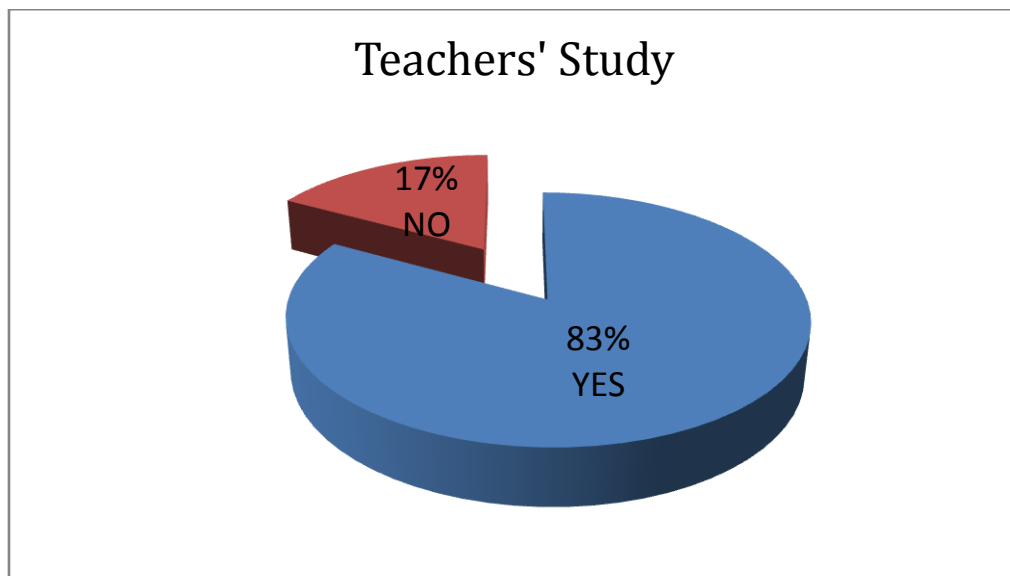


Figure 3.1: Teacher's Study

As being displayed in the table above, a percentage of (83%) is of the participants who were taught in the Centre of special needs; however just a number of (17%) was about one participant who did not teach in the Centre.

2- Was teaching deaf students your first choice?

| Answer | N | % |
|--------|---|---|
|--------|---|---|

| | | |
|-------|---|------|
| Yes | 5 | 83% |
| No | 1 | 17% |
| Total | 6 | 100% |

Table 3.2: Teachers' Choice.

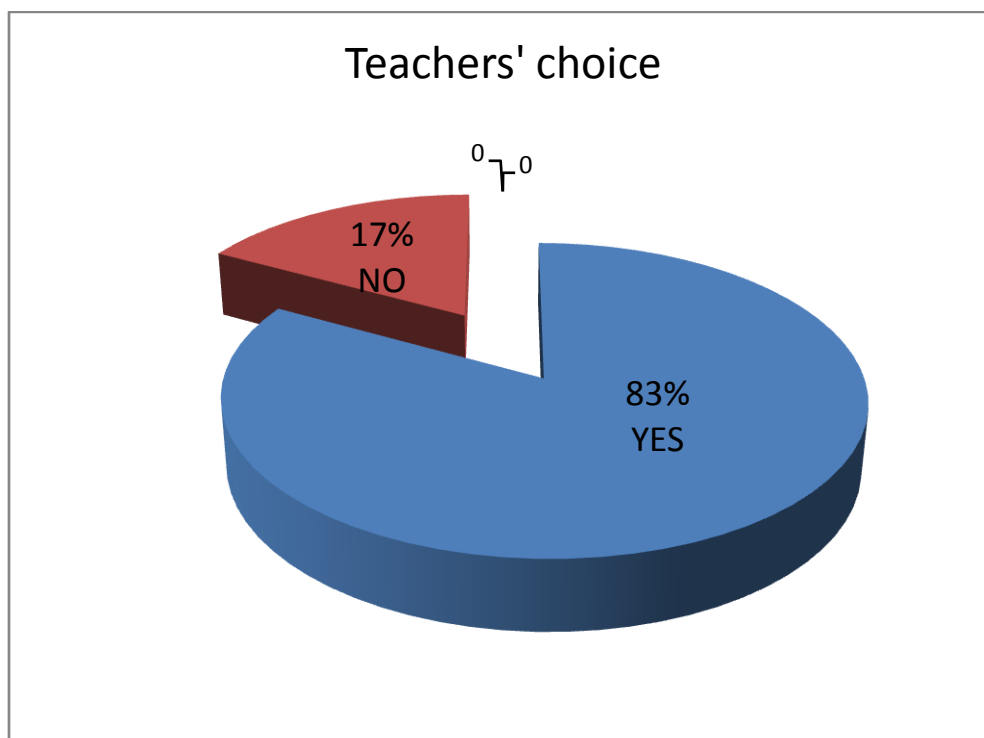


Figure 3.2: Teachers' Choice

This question is tended to recognize whether all participants who teach deaf student are their first choice. As being displayed in the table above, a percentage of (83%) of the participants who chose to teach deaf. A percentage of (17%) which refers to one teacher said that teaching deaf students is just like a destiny.

3- How long have you been teaching in this center?

| TEACHER | Experience |
|---------|------------|
| One | 24 years |
| One | 6 years |
| Three | 3years |
| One | 2 years |

Table3.3: teachers' experience

This question is looking for the experience of the participants in teaching. One of the teachers has the experience of (24 years) he studied at Constantine University. Another of the teachers are about (06 years) of experience, three of participants their experience about (03 years) participants is about (02 years) of experience in the center.

4- Do you face (as a teacher of deaf student) challenges?

| Answer | N | % |
|--------|---|------|
| Yes | 6 | 100% |
| No | 0 | 0% |
| Total | 6 | 100% |

Table 3.4 : Teachers' Challenges

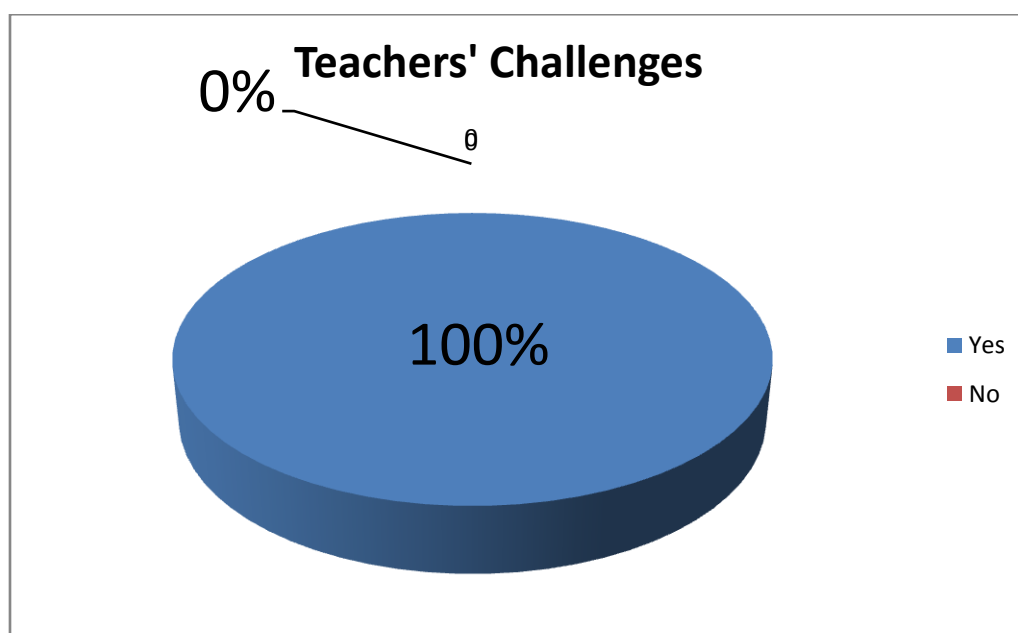


Figure 3.3: Teachers' Challenges

Life is full of challenges, nothing is easy; and this question is to be close to the challenges that face the teachers. All teachers (100%) agree that this category need more Special treatment , Understandingthis categoryand communicate with them , in learning sign language and the way of communication. One of the teacher said that in his first days in the centre he faced a lot of diffeculties to how communicate with learners. Another teacher she said that the handdecaped of def student is the most challenge for us as teachers ,therefore; the first challenge is sign language. Other said that the only challenge is in the way of communication.

5- Do you think that the government gives all the rights to deaf students?

| Answer | N | % |
|--------|---|------|
| Yes | 3 | 50% |
| No | 3 | 50% |
| Total | 6 | 100% |

Table 3.5: students' rights

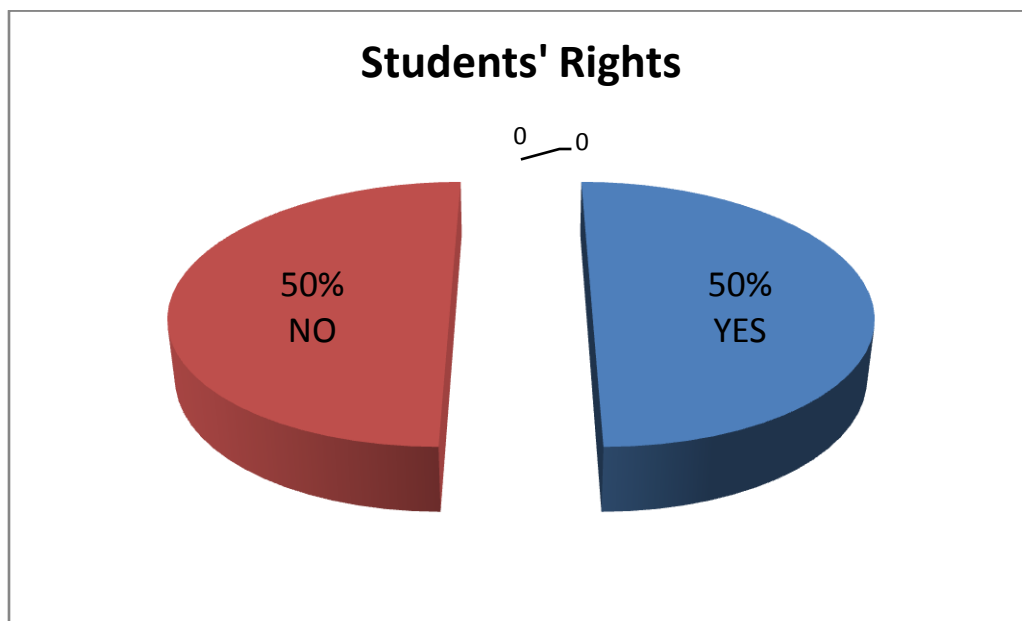


Figure 3.4: Students' Rights

This question was a debate between the participants, because about 50% of them say that the government gives all the rights to this category including their residence and their food. Also, by giving them special teachers and schools which means centres. However; about 50% of the participants agree that the government did not give the rights to this group because of deaf students do not have a special program or special books. They are obliged to do their official exams with the hearing student according to their program.

6- Which of these methods do you use in your classroom?

| Answer | N | % |
|---------------------------|---|------|
| Visual- literacy Approach | 3 | 60 |
| Communicative approach | 2 | 33 |
| Observation study | 0 | 0 |
| Others | 1 | 17 |
| Total | 6 | 100% |

Table 3.6: Teaching Methods

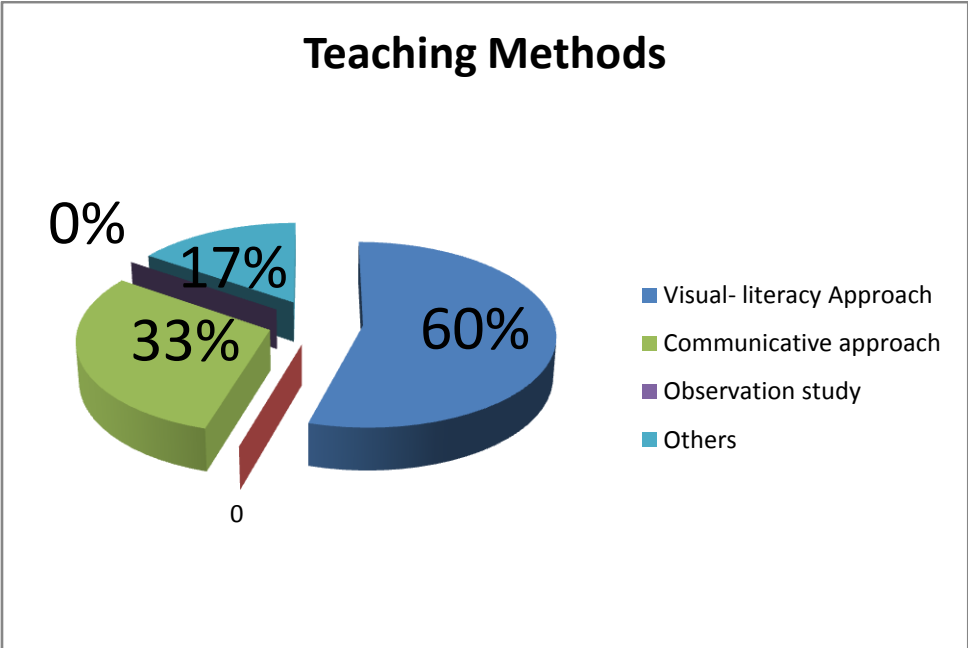


Figure 3.5: Teaching Methods

About 60% of the participants use visual- literacy method in their class. About 33% of them use the communicative method, however; none of them use the observation one. One of

the participants (17%) gives us method that uses it in his class which relies on the lips and body language.

7- Do you think that the methods which are used in teaching deaf students useful?

| Answer | N | % |
|--------|---|------|
| Yes | 6 | 100% |
| No | 0 | 0% |
| Total | 6 | 100% |

Table 3.7: Useful Methods

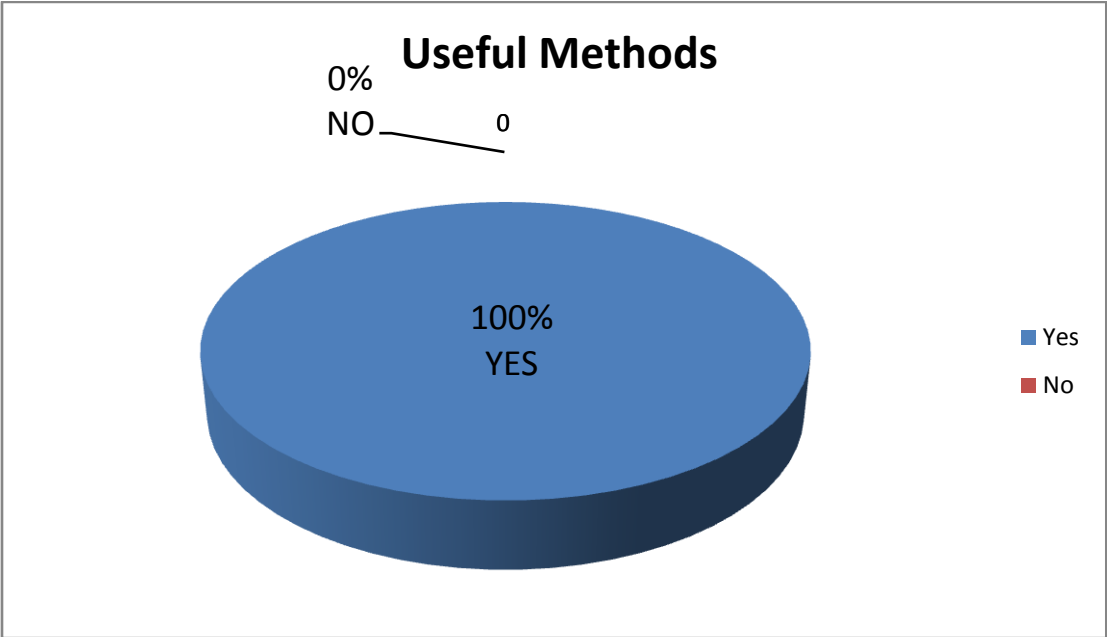


Figure 3.6: Useful Methods

As a way of self-confident all the teachers say that the methods they rely on is useful and it helps deaf student learn

8- What is your suggests to develop the ways of teaching deaf students

The participants suggest that in order to success in this filed teachers must work seriously with deaf students.They must courage them with psychological things like gifts, additional marks plus they must understand their students. However they must not give them hard works or lessons.

They suggest that the government must give martials to the centers of deaf in order to develop the ways of teaching. About deaf students they must have the rights to have teachers who are

eligible and who must study in the center that is for special needs. At the end the government must think for special program that can help deaf students.

Section three

9- Did you learn sign language very well?

| Answer | N | % |
|--------|---|------|
| Yes | 3 | 50% |
| No | 3 | 50% |
| Total | 6 | 100% |

Table 3.8: Sign Language

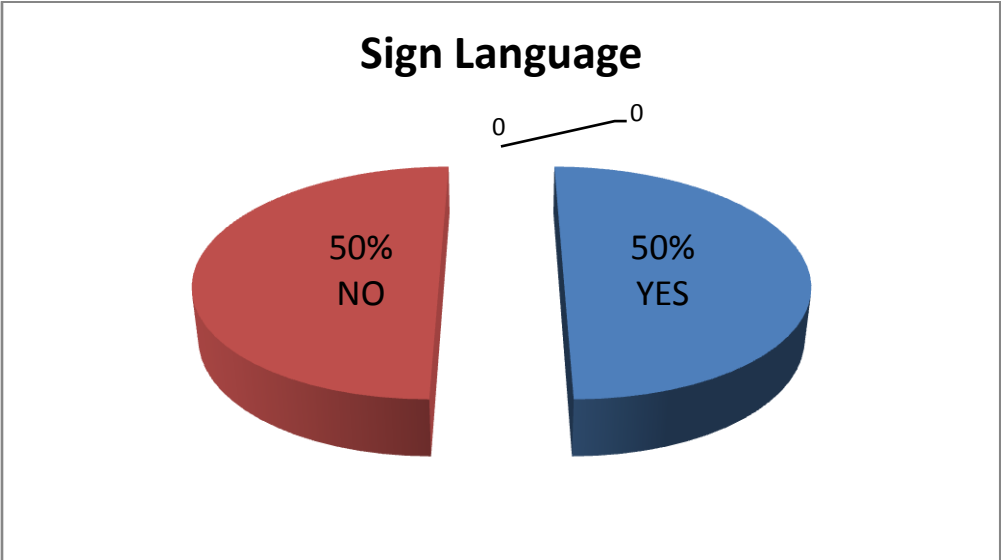


Figure 3.7: Sign Language

50% of the participants have learnt sign language in the sign language center. Also they learn it from their deaf students and from the ancient teachers. About 50% they do not learn sign language because they study at the university in the way of theoretical part.

10- How often did you learn to develop your sign language?

| Answer | N | % |
|-----------|---|------|
| Too Often | 1 | 17% |
| Often | 2 | 33% |
| Sometimes | 0 | 0% |
| Never | 3 | 50% |
| Total | 6 | 100% |

Table 3.9: Developing Sign Language

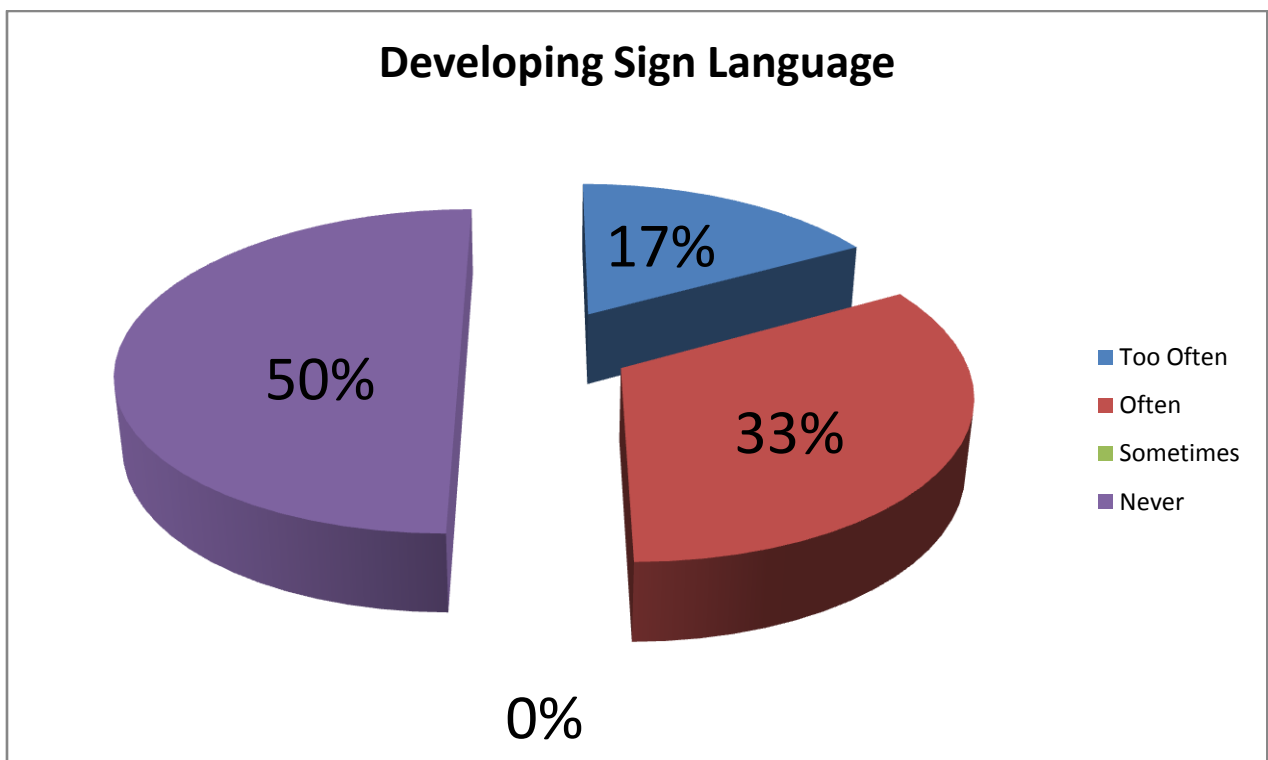


Figure 3.8: Developing Sign Language

This question is looking for the level of the participants themselves, and how often they try to develop they sign language. About just 17% which means one participant studies too often to develop his sign language. About 33% which referring to two participants often learn sing language and understand their students. However; 50% which refers to three participants they never learn to develop their sign language, they satisfy abouttheir lever in understanding their students.

11- Which of the following level describes your students' abilities in understanding?

| Answers | N | % |
|---------------|---|------|
| High | 0 | 0% |
| Above average | 0 | 0% |
| Average | 4 | 67% |
| Below average | 2 | 33% |
| Low | 0 | 0% |
| Total | 6 | 100% |

Table 3.10: understanding abilities

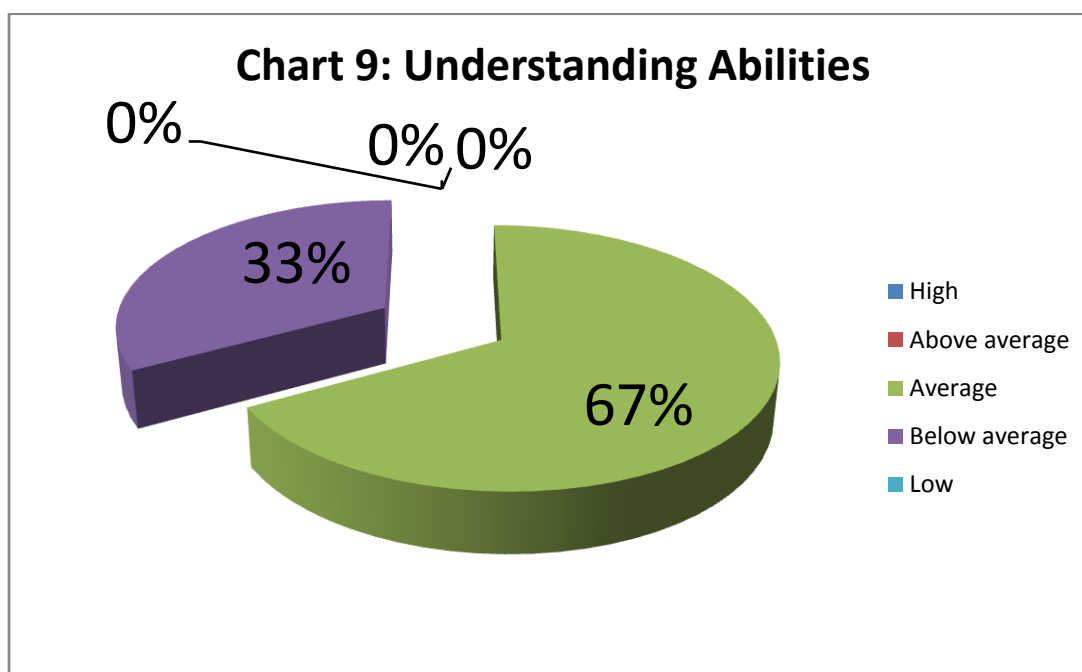


Figure 3.9: Understanding Abilities

This question was answered by all the teachers. About 67% of them said that the level of their students is average and about 33% say that is below average. These answers were given having referred to the result of students' exams. Also, they were looking for the participation of the students in the class.

12- Do you think that your students like English courses?

| Answer | N | % |
|--------|---|------|
| Yes | 6 | 100% |
| No | 0 | 0% |
| Total | 6 | 100% |

Table 3.11: Like English courses

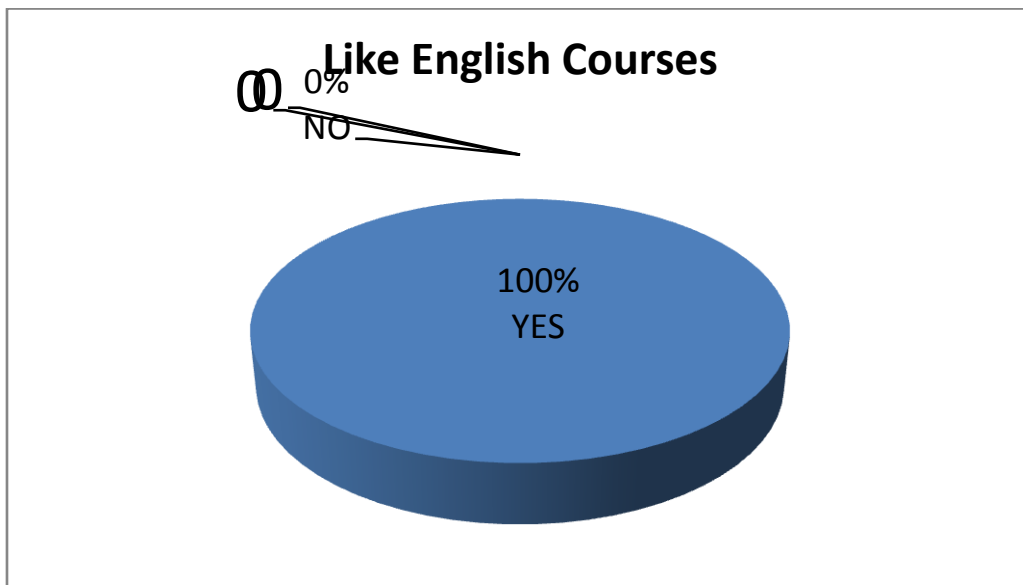


Figure 3.10: Like English Courses

Teachers justified their answers saying that all deaf students like the English course because they find it very funny. All the participants (100%) agree that the students in the Centre like foreign languages. English language takes a large place in what students like since they change the mood if compared with other modules like Arabic, mathematics and the other modules.

13- Does .your students' level enable them to express themselves in English sign language?

| Answer | N | % |
|--------|---|------|
| Yes | 0 | 100% |
| No | 6 | 0% |
| Total | 6 | 100% |

Table 3.12: Express with English sign Language

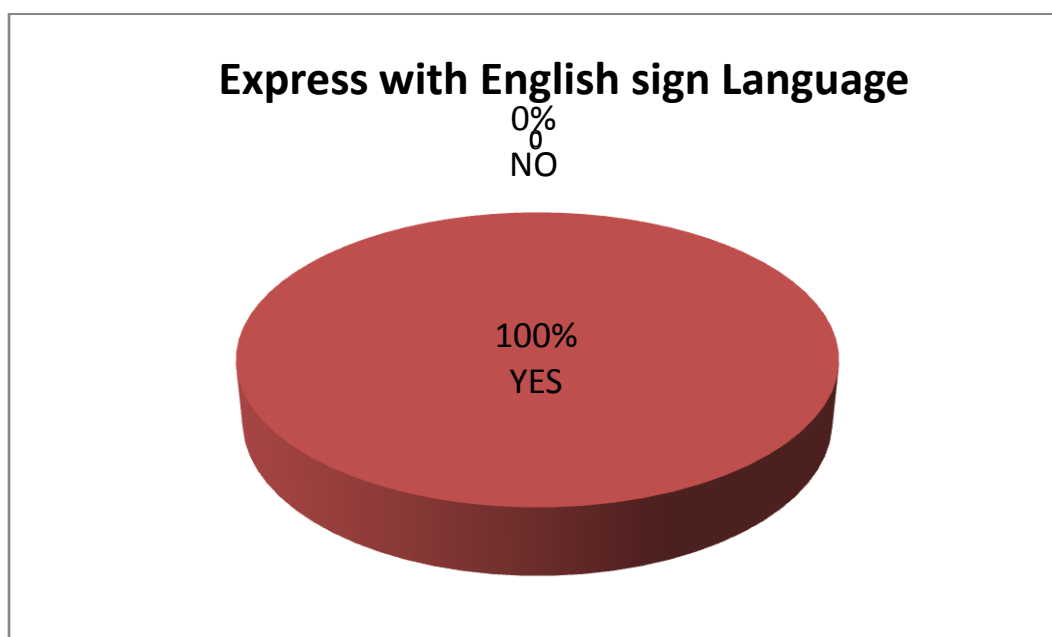


Figure 3.11:Express with English sign Language

All the participants (100%) agree their students they cannot express themselves with English sign language. This is because of English sign language does not exist in the center. They study their lessons with French sign language, even in English and Arabic lessons they study English or Arabic with French sign language

14- How do you consider your students' level in English?

| Answers | N | % |
|-----------|---|------|
| Very Good | 0 | 0% |
| Good | 0 | 0% |
| Average | 6 | 100% |
| Poor | 0 | 0% |
| Total | 6 | 100% |

Table 13: English Level

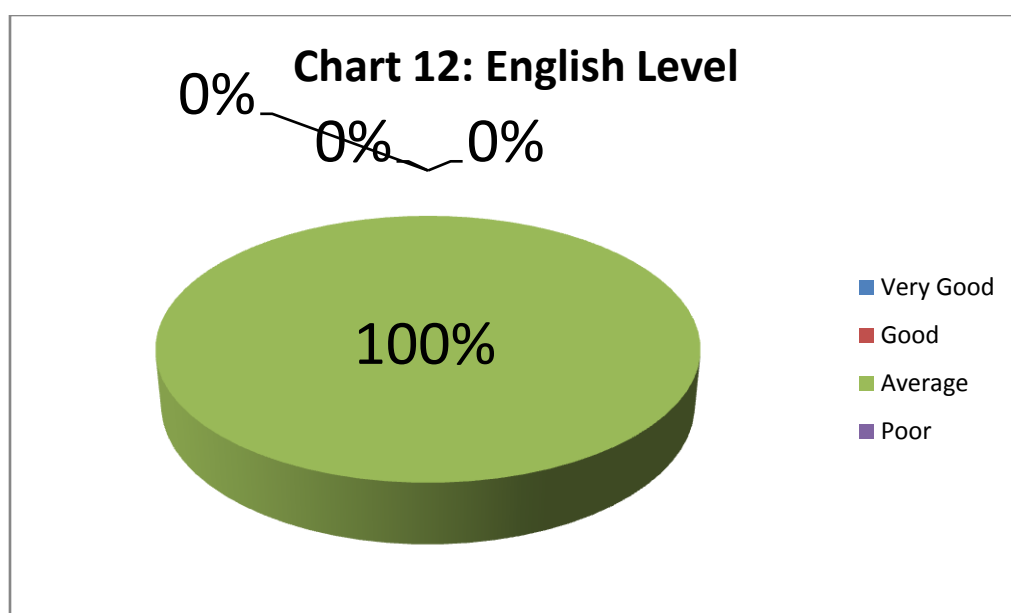


Figure 11: English Level

This question was answered by all the participants (100%) said that the level of the student is average in all the modules. This is because of the lack of the appropriate materials that can help this category. Also, because of the teachers' level in sign language. Most teachers are learning from their students instead of teach them.

15- What do you suggest to improve deaf students level in English?

This question was answered only by two participants were answered because the others teach other modules; however, they know the deaf students like English but their level is average. One of the participants who teach English in the Centre suggests that in order to develop students' level :

1. Teachers must always courage the students.
2. Teachers must avoid the audio methods, because they are usually usefulness.

3. Teachers must always learn in order to understand the needs of deaf students.
4. Teachers must learn the sign language very well to teach the students.

Other teacher of English language suggests that:

5. The government must do a special books and special programs to this category of the society where English sign language exists.
6. Deaf students must have a special program (deaf students program) instead ordinary students program.

5. Interpretation of the Results

From the results obtained from the questionnaire, we can say that that most of the teachers in the Centre of deaf are not qualified to teach them.

The purpose of the first question which ask about if the teacher learn in the Centre of special needs is to know if the teachers of the Centre of Biskrawere deserving to teach this category or not. The results obtained from the questionnaire in (Table 01) showed that the teachers who taught in the center of special needs are about (83%) this can be positive observation to the teachers who teach there. Here we could say that those teachers were capable to taech deaf students. The second question was looking for the desire of the teachers in teaching in the Center, and about the answers was positive point was that about (83%) also are choice the career and the result was showing in (Table 02) and the rest which was about (17%) their teaching were just destiny. The desire reflected to the results of the learners. Then, the experience wastaken place in this question and About the experience of the teachers in the (Table 03) it was about 24 years to one of the teachers, 6 years about another teacher, three of teachers their experience about (03 years), teacher was about (02 years) of experience in the center what was observed in this question is that the experience was average. We could say here that most of the teachers of the Centre were novice teachers; they need many years to take the experience to deal with this category very well. The aim of question four was to know the challenges that faced the teachers in their career. The answer was unified ant it showing n the (Table 04)teachers' challenges were existed and about (100%) teacherswere face challenges. was the government gave all the rights for this category the ansewers was vary and about (50%) of the teachers agree that the government gavestudents' rights the result was show in the (Table 05) and the same percentage of teachers agree that the government did not gave students' rights. We were ask this question in order to know if the government gave the deaf their rights, this is a aim number one and the second aim is if the teachers are aware about the digest of their rights.

The results show that half of the teachers are aware however; the other half are not. The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction.

The sixth question classifies in the second section which is titled as the teaching methods, its purpose is to know if the teachers are aware for the methods of teaching deaf learners if they teach them like the normal students. The results in the (Table 06) teaching methods are as follows and about (60%) of the teachers are using the visual-literacy method, about (33%) of the teachers they use the communicative method, yet; not a single teacher (0%) uses the observation one. One of the teachers (17%) contributes a method that uses it in his class which imparts to the lips and body language.

The method that looked as a strange one is the observation one, this question is looking too to the diligence of the teachers and if they are creative or not, and the results show that the teachers are not creative they rely to the ancient methods. The next question is seeking for the teachers' self-confidence and what is observed is that all the teachers (100%) say that the methods that they rely on is useful and this result. Afterward; the suggestions were taken place the teachers suggest in order to raise the level of the students teachers must: work seriously with deaf students. Moreover they must not give them hard work or lessons, and they must encourage them with psychological things like gifts, additional marks and understand their students. They ask the government to give materials to the centers of deaf in order to develop the ways of teaching. Teachers agree that deaf students have the rights to have teachers who are study in the center that is for special needs. Finally to think for special program that can help deaf students learn.

Then we ask the question about the sign language in order to know if the teachers learn this language or not. The answers were that the sign language takes place and about (50%) of the teachers did learn sign language in the sign language center. Also they learn it from their deaf students and from the ancient teachers. Contrast about (50%) they did not learn sign language since they study at the university in the way of theoretical part. This is become a problem when we found like this about the half of the teachers did not learn sign language which they teach with. Here will be like contrary answers in the first question most of the teachers were answered that they studied in the Centre of special need; however, in this question it seems the reverse. Even if the next question which was if the teachers work to develop their sign language, this question was answered like the most were not. The level of the teachers in sign language was as follows in the (Table 09) and about 17% of the teachers work hard to develop their

sign language. (33%) of the teachers are often learn to rise their level, however; and this is a big problem when we find a teachers of deaf students who do not lean sign language and the percentage is about (50%). If the answers were like this how the teachers say that they are satisfied with the method of teaching.

The aim of the next question was to know the level of the students or the knowing, was also to know to what extent the teachers knew the capacity and ability of their students. The answers were that the understanding abilities (67%) of the teachers classify their students' level that is average, and about (33%) say that it is below average. The question here is that why the level is very modest is the problem form the students or the responsibility was teachers' one. This result was cause of many reasons maybe the lack of materials that can help deaf students learn. The most cause that can affect negatively the study of the deaf students was the teachers' level in understanding them and how they deal with them. All teachers (100%) agree that the students in the center like foreign languages however the total percentage (100%) which was showing and this refer to the natural of the English language, deaf students feel that they changed the mood of learning when they study foreign languages.

The next question was looking for the students' capacity to express them with English sign language and the answer was no. The cause was that the students in the Centre of Biskra did not take courses with this sign language. The students learn English in French sign language, because the American or the British sign language dose not exists in Algeria. This question is like continue of the English sign language. Since the answers of the teachers were that the students cannot describe themselves in English, this question about the level must be their level is poor, but the answers are that the English level takes place and the teachers were asking about the students' level in English language and about (100%) agree that the level is average and this is since the lack of the suitable tools that can aid this category. Also because of the teachers' level in sign language, most teachers are studding from their students as an alternative of teach them. This answers they like contradictory and in this point we may say that teach English language to the deaf students in the Centre of Biskra is like drawing that all.

The final part of the questionnaire is about the teachers' suggestions to improve their students' level all the suggestions are encourage and helpful and is mention the teachers dreams to develop and raise the level of their students. The suggestions start with the teachers themselves which are: first, teachers must always courage the students also avoid the audio methods, because they are usually usefulness and avoid the audio methods, because they are usually usefulness. The most important point is that teachers must always learn in order to

understand the needs of deaf students, and they must learn the sign language very well to teach the students. Finally teachers ask the government to do a special books and special programs to this category of the society where English sign language exists. To sum up we may say that the government gave half of the deaf students' needs, and the answers of the questions were like inconsistent from question to another. Some teachers they learn the sign language from their students which is always the home language.

Conclusion

To conclude this chapter, we can say that what teachers said, in the questionnaire, is contradicted to what exist in their class. According to the results obtained in the questionnaire, some teachers are not aware of developing their way of teaching and their sign language. Therefore, what teachers suggest was not what they did in their classes. This lack of awareness in their teaching needs more practice to arise the level of deaf students.

General Conclusion and Recommendation

The deaf world is very large domain we make a research in a point of this space which is the methods of teaching and the sign language. To sum up to the current research, and through this work, we attempted to pose the methods which teachers of deaf use and the obstacles and the problems that face the teachers in the center of deaf students in Biskra. Due to those problems we have discussed the way of teaching deaf students. In this research the main aim is to find out the methods that can help deaf learners acquire English as a foreign language; therefore, it may provide teachers with available methods in teaching English as foreign language to deaf students. Besides, it will show the importance of the psychological aspects of their deaf learners to deal with them in a good way.

In the first chapter, method of teaching deaf learners, we gave a definition to disabilities, specific educational needs and deafness. Then, we stated the methods that can help the teachers teach their students. Also we just make a short knowing of the world of the deafness, dealing with the characteristics of deaf students' teachers.

In the second chapter, we stated a definition of language, first language acquisition, second language acquisition, American Sign Language; then we discussed the result of hearing loss and we look for the deaf communication. Finally we talked about the communication with the deaf and how we can understand them.

For the empirical part, one tool were used, a questionnaire for the teachers. The questionnaire aimed at collecting data about teachers' understanding of their students and for knowing the methods that the teachers use in order to teach deaf students. The results obtained in the questionnaire show that those teachers; chose the methods to teach their students. Some of them are try to develop their level in teaching their student by using different ways.

The results also show that some teachers are not aware about develop their level especially in English sign language.

The results which obtained were counter the answers of the teachers we can say that their answers were not the same. About what we hypothesized that if deaf learners are provided with effective methods they will acquire English as a foreign language adequately this hypothesis is as a reject one because in Algeria the conditions of being a good teacher are not exist on the sides of the government or on the side of the teachers themselves. The teachers must be aware about the know methods of teaching. The limitations in our research we face as obstacles in the resources we did not find books in the library about the subject of the

dissertation. We did not find dissertations that did this subject. Therefore we faced many problems in this case. About the Centre of the deaf the most common problems are that we did not have the time to go to the Centre. Many times when we went to the Centre we did not find the teachers.

In Algeria this category of society is marginalized; therefore, there is a need to teachers to understand and try to develop the methods of teaching this sort. Correspondingly we suggest that our research becomes as a first step to enter the world of deafness, and try to help this category in the part of humanity. We ask the teachers who choice to teach this category to work to themselves to develop they capacity of teaching. Moreover, we suggestto the government to never neglect this category of the society and try to give them all their rights and try to adopt the programs of other countries which are succeed in this domain.

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د/ هشام الفقي زراعة قوقعة الأذن الإلكترونية/العلاج الجراحي الفعال لفقدان السمع الحسي الإذن
ووظيفة السمع. 2011.

صعوبة السمع محمد علي الجلاب/مشرف وحدة السمعيات إعداد الأخصائي/ عبد الله الصقر. جامعة
القاهرة. 2012.

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MOHAMED KHEIDER UNIVERSITY OF BISKARA
FACULTY OF LETTERS AND LANGUAGE
DEPARTEMENT OF FOREIGN LANGUAGES
ENGLISH DIVISION

Teachers' Questionnaire

Dear teachers,

This questionnaire serves as a data collection tool for a master dissertation entitled "An Investigation of the Methods that Can Help Deaf Students Acquire English as a Second Language". Your contribution will greatly help us to achieve this research work objectives.

Miss: KENZA BETTAYEB.

Thank you for your cooperation

Section one:General Information

1. Did you study in the center of special needs?

a. Yes

b. No

2. Was teaching deaf students your first choice?

a. Yes

b. No

3. How long have you been teaching in this center?

..... Years

4. Do you face (as a teacher of deaf student) challenges?

a. Yes

b. No

If yes, explain please.

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

5. Do you think that the government gives all the rights of deaf students?

a. Yes

b. No

If no, please explain

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

Section two: Teaching Methods

1. Which of these methods do you use in your classroom

- a. Visual- literacy Approach
- b. Communicative approach
- c. Observation study
- d. Others

.....
.....

2. Do you think that the methods which are used in teaching deaf students useful?

- a. Yes
- b. No

If yes,please explain?

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

If no, which one is more beneficial?

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

3. What is your suggests to develop the ways of teaching deaf students

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

Section three: sign language acquisition

1. Did you learn sign language very well?

- a. Yes
- b. No

Where

.....
.....

2. How often did you learn to develop your sign language?

- a. Too often
- b. Often
- c. Sometimes
- d. Never

4. Which of the following level describes your students' abilities in understanding?

- a. High
- b. Above average
- c. Average
- d. Below average
- e. Low

5. Do you think that your students like English courses?

- a. Yes
- b. No

If your answer is No please say why:

.....
.....

6. Does your students' level enable them to express themselves in English sign language?

a. Yes

b. No

7. How do you consider your students' level in English?

a. Very good

b. Good

c. Average

d. Poor

8. What do you suggest to improve deaf students level in English?

.....

.....

.....

.....

ملخص

كل طفل له الحق في التعلم و لا يهم إن كان ليده إعاقة أو لا. الباحث في هذا المجال يجب أن يعرف الطرق التي يمكن أن تساعد المتعلمين الصم في تعلم لغة أجنبية خاصة، الصمم هو نقص ولكن لا يمكن أن يكون عائقا للتعلم. أهمية هذه الدراسة هو جعل الأساتذة على علم ودراية بالصعديين النفسي والتربوي ليكونوا قادرين على التعامل مع المتعلمين الذين هم مع هذه الإعاقة وتشجيعهم على اكتساب اللغة الإنجليزية، وذلك لمعرفة الطرق التي يمكن أن تساعد المتعلمين الصم التعلم. والهدف من دراستنا، هو توفير المعلمين مع الأساليب المتاحة في تدريس اللغة الإنجليزية كلغة أجنبية للطلاب الصم. نحن نفترض أنه إذا تقدم المتعلمين الصم مع الأساليب الفعالة التي ستكتسب اللغة الإنجليزية كلغة أجنبية نحو كاف. لدينا الأدوات التي نعتمد عليها هي استبيان للمعلمين، وذلك لمعرفة مدى معرفة المعلمين احتياجات المتعلمين الخاصة بهم. وكلنا المعلمين من مركز الصم والإجابة على الاستبيان. النتائج التي تم الحصول عليها من أدوات جمع البيانات تكشف أن الإجابات من المعلمين في استبيان المعلمين كانت مخالفة، لأنه في الاستبيان المعلمين يبدو أنهم ليسوا على بينة من أساليب جديدة للتدريس الطلاب الصم، ولكن؛ أنها لا تعمل لتطوير عالم الصم في الجزائر، وخاصة في اللغة الإنجليزية.