



Graduation Project
Final Draft

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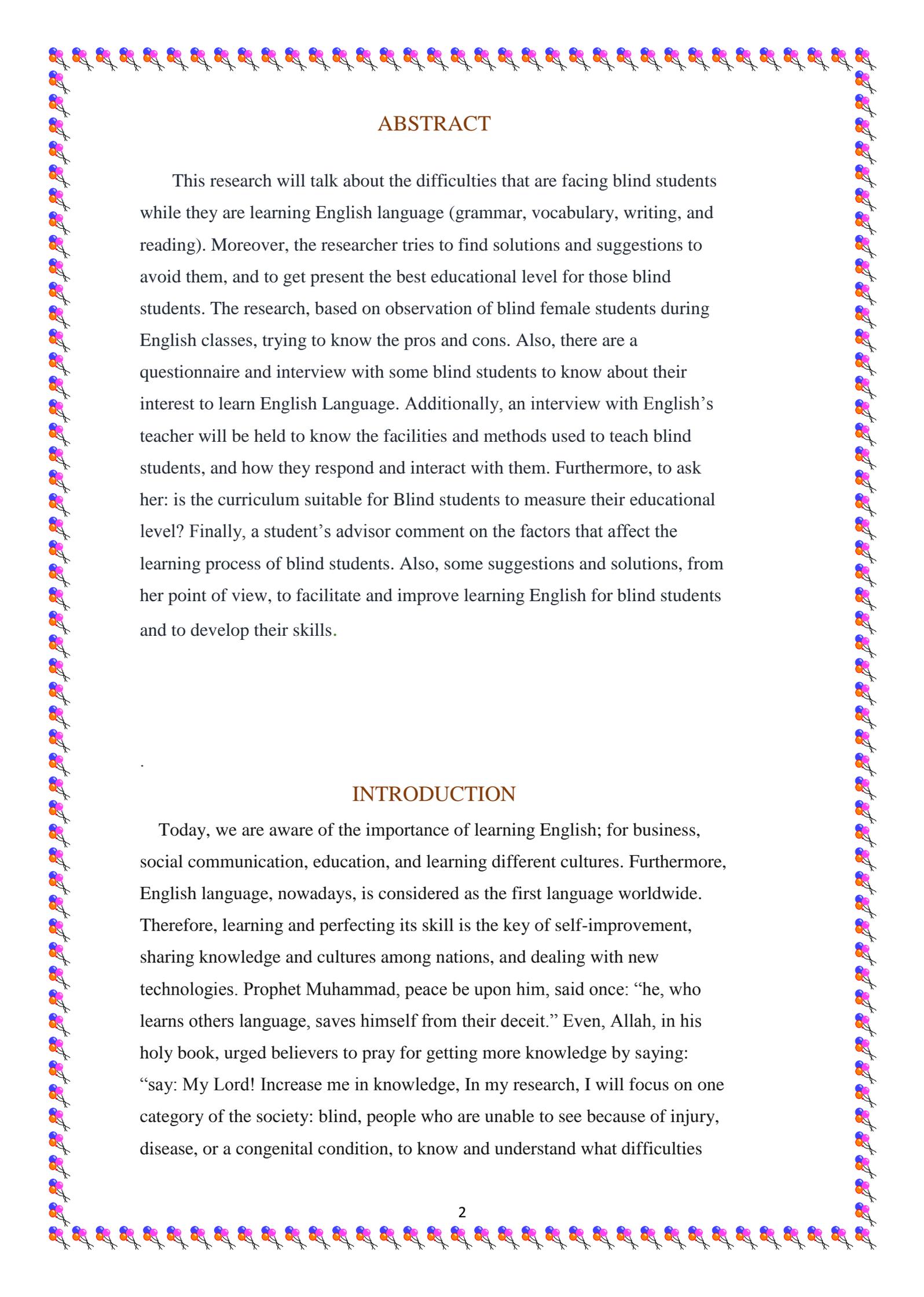
Title: Difficulties of Learning English as a Foreign Language

For Blind Students in Saudi Arabia.

I certify that all the articles in this special search of my effort, but does not have any work prior to this work, but I quoted some words of scientists.

Signature.

Section	The page number
Abstract	2
Introduction	2-3
Literature review	3-4
Significance of research	4-5
Research Questions	5
Research Methodology	5-6
Ethical Considerations	6
Limitation of study	6-7
Expected Results	7
References	8
Appendix	9



ABSTRACT

This research will talk about the difficulties that are facing blind students while they are learning English language (grammar, vocabulary, writing, and reading). Moreover, the researcher tries to find solutions and suggestions to avoid them, and to get present the best educational level for those blind students. The research, based on observation of blind female students during English classes, trying to know the pros and cons. Also, there are a questionnaire and interview with some blind students to know about their interest to learn English Language. Additionally, an interview with English's teacher will be held to know the facilities and methods used to teach blind students, and how they respond and interact with them. Furthermore, to ask her: is the curriculum suitable for Blind students to measure their educational level? Finally, a student's advisor comment on the factors that affect the learning process of blind students. Also, some suggestions and solutions, from her point of view, to facilitate and improve learning English for blind students and to develop their skills.

INTRODUCTION

Today, we are aware of the importance of learning English; for business, social communication, education, and learning different cultures. Furthermore, English language, nowadays, is considered as the first language worldwide. Therefore, learning and perfecting its skill is the key of self-improvement, sharing knowledge and cultures among nations, and dealing with new technologies. Prophet Muhammad, peace be upon him, said once: "he, who learns others language, saves himself from their deceit." Even, Allah, in his holy book, urged believers to pray for getting more knowledge by saying: "say: My Lord! Increase me in knowledge, In my research, I will focus on one category of the society: blind, people who are unable to see because of injury, disease, or a congenital condition, to know and understand what difficulties

they are facing while they are learning English and its components: (vocabularies, reading, writing, and grammars) and to discover their journey to perfect it skills. Also, trying to find solutions and suggestions to get the best educational level.

Literature Review

"The first attempt of teaching blinds was in Europe on the hand of Valentin Haüy, In Paris. He picked up a blind from the street, introduced him to a school founded by him and he called it after his name. Eventually, the school ended with more students to reach 12 blind students. He used raised letters, so the blind students could touch them and be able to read"

(Bearcat, 1982)

IN an article about learning the English language for blind,

"Chen Guangcheng, the 40-year-old Chinese civil rights campaigner, is no ordinary student of English. Earlier this

Year, following protracted negotiations between Washington and Beijing, he was allowed to leave China with his family to study abroad. He had suffered years of harassment from the authorities and his departure puts a severe strain on diplomatic relations. But his backstory, which he has been keen to play down since enrolling at New York University's law school and settling in Manhattan, is not what makes him an unusual learner. Rather, it is his blindness and the challenges visual impairment present in the English language classroom.

Chen and his wife have been attending English lessons at the law school five times a week. They are both first-time learners and among the audio resources he and his teachers have been using are the speeches of Dr Martin Luther King and readings of the Declaration of Independence" (.Daesn, 2013).

We should give us attention to issues of blind because, "when increasing Human interest, the result was positive"(the rising hope 2013)

Teacher of blinds tells us about his experience,

"Philip Herter, who has been working for over 20 years in English language teaching, is one of Chen's teachers at the university. This is not the first time he has taught visually impaired students, but he says, like most teachers, his experience remains limited.

The first step, he says, is to gain a thorough understanding of the student's blindness before teaching starts. "The degree of a particular student's impairment is a basic starting point. If there is any way to incorporate texts or other visual materials, then they need to be considered, and if possible prepared in advance," Herter said.

"It is equally important to talk to the student and try to find out as much as possible about his or her learning style. Does the student prefer to work with Braille, or does he prefer audio? Is the student accustomed to working with sighted classmates or would group interaction in a classroom setting be a new experience? The student's own preferences and strengths have to be considered" (.Daesn, 2013).

Significance of Research

This research is important from two sides

1\The social side: blinds are part of the society, like others, and we should take care of them in all aspects, especially educational one. We should discuss difficulties they are facing in learning English, to avoid them and provide them with the right educational environment, to encourage them to learn .English and develop their characters in the society.

2\ The personal side: before many years
my dream was to join Special Education's college and get a specialty in ‘
to contribute to their education and ‘visual impairments and blind teaching

but my dream could not be achieved. So I hope, ‘provide assistance to them by doing this research, I achieve part of it.

Research question

1\what is the difficulties that are facing blinds in learning vocabulary, reading, writing, and grammar?

2\ Is the curriculum appropriate for them?

Research Methodology

Number of participants: 15 blind female students in Makkah city ,

Age group :(14-17) years

We used three methods in my research

First; observation

I visited fifty secondary school of blind students and attended classes, to notice the difficulties.

A- In grammar, the assessment was on how blind students prepare for the class, the diversity of questions and methods, and how they interact with the .class. Also, whether the class time is enough or not.

I noticed good interaction and students’ level. The time dedicated to the class .was enough.

B- For vocabulary, the assessment was in their ability to memorize words .and to build a sentence from words.

I noticed that they were well able to memorize words and develop sentences, .but they needed more time.

C- In reading, the assessment was in their ability to read words and .sentences.

I noticed that there was difficulty in reading words and sentences. They could .not read the character that has two words, like Th and sh.

D- In writing, the assessment was based on their ability to use braille machine .and writing words and sentences correctly.

Second: questionnaire

After educating the blind students about the importance of learning The English Language, a questionnaire had been distributed to them to measure their interest to learn English, and their keenness to practice it in their daily activity.

.Third: the interview with English teacher

Through the interview with blind students' English teachers, she said that the effort to teach blind students is more than an effort needed to teach sighted students in general. Additionally, there is no classroom that is fully equipped with resources required for blind students. They only use braille machine to teach them. However, the curriculums are suitable for their ages, because they could understand properly and do not have mental retardation, but they take a longer time to understand. Because teaching blind students are in an individual pattern, determining whether the time dedicated to English class is enough or not, is depending on the number of students in the classroom. Worth to mention, their educational level is depending on their interest. Besides, some factors are affecting their educational level, for instance: the parents support, follow-up, and their interaction with their daughter's education. Moreover, shortage of teaching staff and delay in delivering the curriculum also affect their education level, as the social advisor added.

Ethical Consideration

The research was conducting on blind female students after obtaining the approval from the Ministry of Education, after knowing the reason of the research and its goal, the school administration, teachers of English and student, had contributed to the success of this research, and the result was useful and made everyone happy.

Limitations of the Research

The Result of the study was specific and limited to; study a sample of blind female students in the Makah city in Saudi Arabia and the research duration ,was one week

The participant sample was 15 intermediate and secondary school students, ranging in age from (14-17). So I believe, if we run this research on more area that is different and locations, the result of the study would be better.

Expected Results

The result of study and research as follows

Difficulties

1\ In grammar: the blind students can absorb and understand English grammar, but they take a longer time to understand, compared with sighted students.

2\ In vocabulary; the blind students' ability to memorize words is slower than

Sighted students, because there were no helpful facilities and resources, such as visual aids. Additionally, blind students' ability to memorize is less than normal, due to lack of an imaginary spot in their brain.

3\ In reading; blind students have no difficulty in reading words and sentences, but they are not as fast as sighted students. They need a longer time to participate, as teaching is individualized. Moreover, one sentence takes one line in the regular book, but using a braille machine makes it one line and a half.

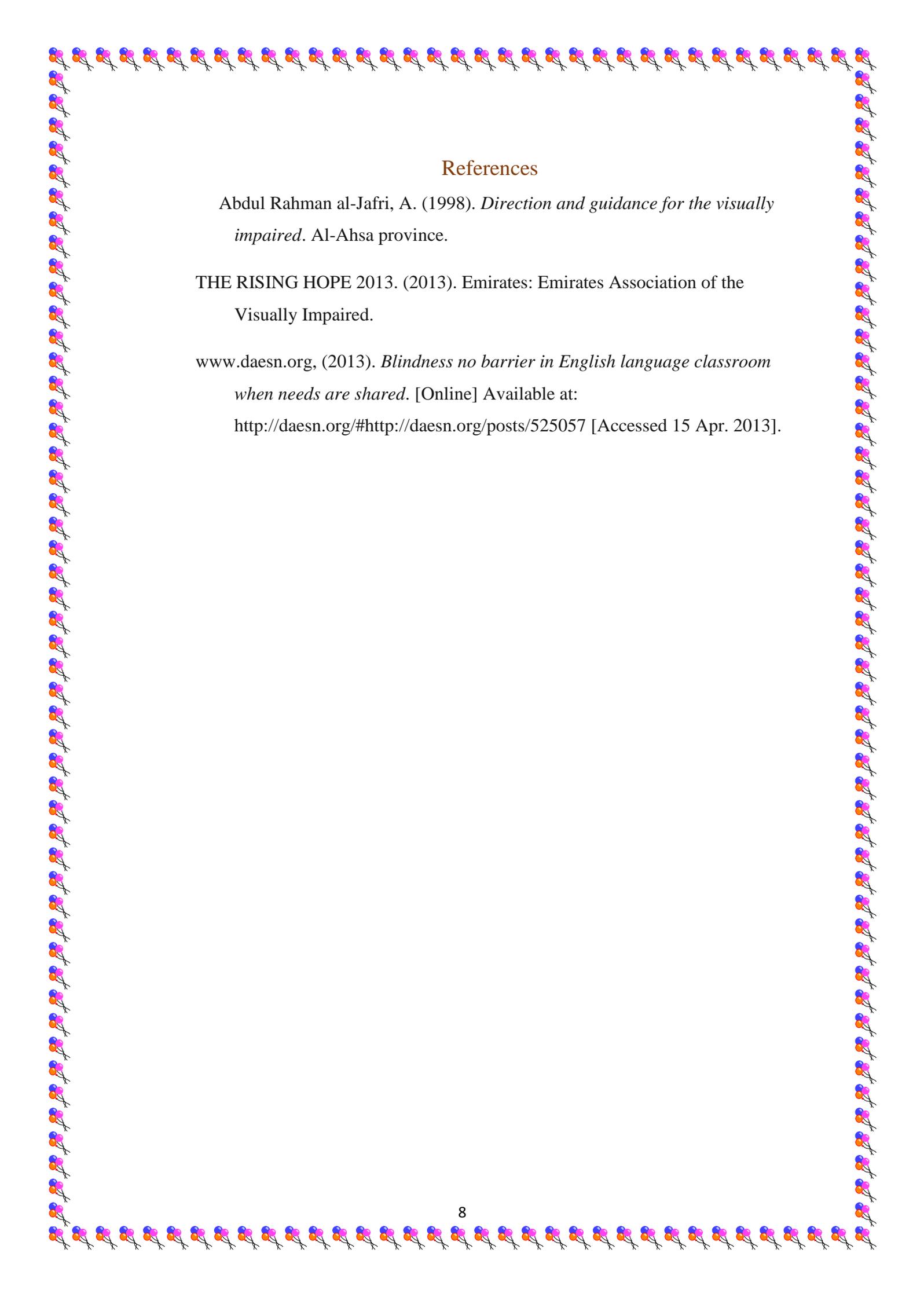
4\ in writing; blind students writing is slower than sighted students, due to their dependent on touching, to make sure they write words and sentences correctly.

The result of the questionnaire:

99% agreed that learning the English Language is necessary for self-development.

100% agreed that different methods and facilitates make learning more fun. Also,

98% agreed that learning English is important to be up to date, and it is an essential part of social communication. 30% practice English outside their classes while 70% consider it only as a curse. 20% improve their English level by listening to English stories and songs.



References

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APPNDIX

Interview Questions with English teacher

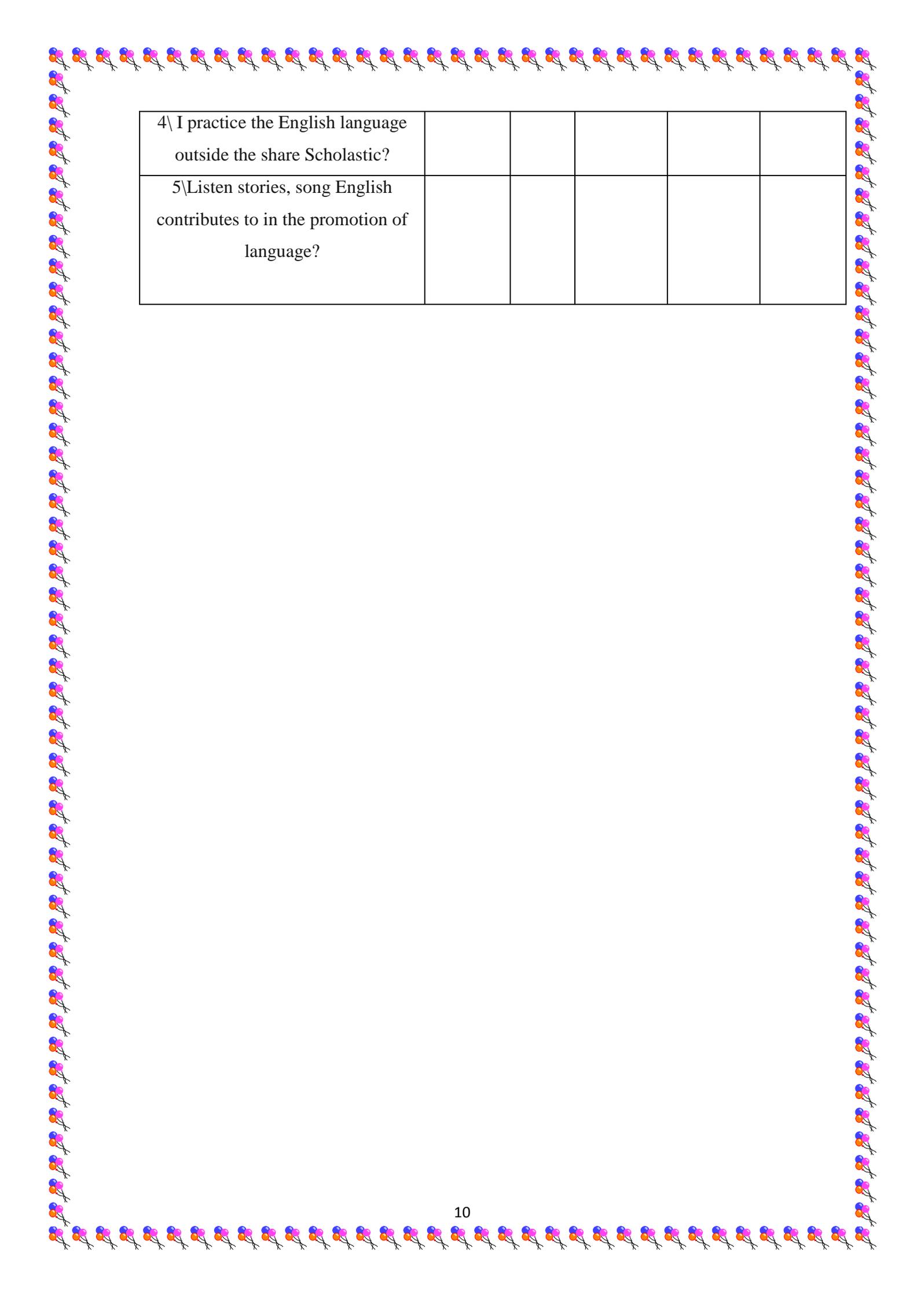
- 1\ What are the difficulties, which faced during her education for the Blind?
- 2\ what way, means and methods used for learning the blind?
- 3\ Do you sources and methods are available?
- 4\ From your point of view, do you, Education curriculum capabilities teacher?
- 5\ Do you School class time enough or not?
- 6\ what is the level of educational attainment for female study?
- 7\ what are factors which affecting the level achievement of science?

Interview Questions with the guiding student

What are the factors affecting in educational attainment for students
blind people?

Questionnaire for Blind students

questions	Strongly Agree	Agree	Neither Agree NOR Disagree	Disagree	Strongly Disagree
1\ Do you think that learning the English Language necessary for self-development?					
2\ means and methods in Language learning facilitates learning and brings fun?					
3\ learning the English Language it has an important role to keep up with the times, a means to communicate and gain knowledge?					



4\ I practice the English language outside the share Scholastic?					
5\ Listen stories, song English contributes to in the promotion of language?					

Picture

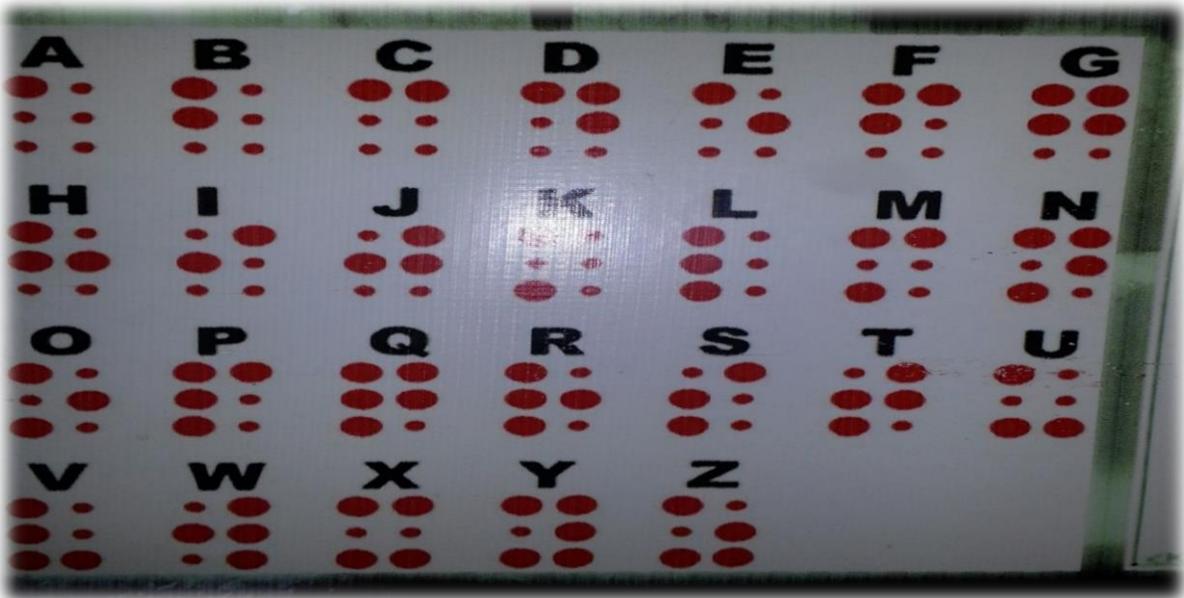


BRAILLE



BRAILLE PRINT

ENGLISH CHARACTERS TO BRAILLE



BRAILLE CELL





FORM OF BLIND SUMMARY

WITH BEST WISHES

Star4