

**The Difficulties of Learning English for Blind Students
In Dammam City**

Submitted by:

Student's name: Roqiah Qaeed Alkhaladi

Academic number: 212583264

Under supervision of: Dr. Waleed Othman

**I certify that all material in this proposal, which is not my own work
has been identified and that no material has previously been
submitted and approved for the award of a degree by this or any
other University.**

(Signature)

Roqiah

Table of contents:

Section	Page Number
1. Abstract.....	3
2. Introduction.....	3
3. Literature Review.....	3-4
4. Significance of Research.....	4
5. Research Question.....	4
6. Research Methodology.....	5
7. Ethical Considerations.....	5
8. Limitation of Research.....	6
9. Expected Results.....	6
10. References.....	6
11. Appendix.....	7

Abstract

Throughout this study, we will approach the difficulties that face blind students as for learning English in Dammam City. The research will test the effectiveness of some recommended ideas to facilitate learning English to blind students such as: language laboratories, field trips and conversation classes.

Introduction:

"Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development."*

Despite the very high cost of language laboratories and the hard efforts required to organize field trips to nearby institutes and colleges, such methods are highly effective in facilitating the process of learning English to blind students. These methods help blind students learn English faster and more accurately than the traditional ways of learning as relying completely on Braille writing system. Moreover, listening lessons and intensive conversation classes allow blind student to practice language.

Literature Review:

An article titled "What are the assistive technology needs for students mastering the Common Core State Standards? " This article written in perkinselearning.org and took from (Presley and D'Andrea, 2009, p. 4) Mentioned student who is blind needs to use technologies in learning English because this way is more exciting than traditional way which is no longer helpful to blind students. For instance, Braille method gives slow outcome and does not provide significant benefits

to students. Thus, relying less and less on conventional methods of learning and introducing listening lessons and intensive conversation classes instead will create an exciting and enjoyable educational atmosphere and will help blind students grasp information more solidly, taking into account that listening is their strongest sense. This is another reason to rely on such advantage by employing modern language labs technologies.

There is another article titled “New Ways of Language Learning for Blind or Visually Impaired Children and Teenagers” written by Antonio Quatraro and Mario Paiano. They saw learning foreign language in the traditional way is more difficult and impossible for blind students because they don’t have the ability to read and write as a normal student. So, using technology for synthetic voice is a great idea to teach them or access to any information they might need.

Significance of Research:

The objective of this research is to show that using modern technologies facilitates the process of learning English for blind students in Al Noor Institute in Dammam city.

Research Question:

What are the effectiveness of using modern technologies for helping blind students overcome difficulties they face while learning English?

Research Methodology:

We will visit Al Noor Institute for Blind Students in Dammam and choose a certain educational stage then apply the suggested methods. First phase of application will be through microphones and CDs that present the same educational material studied by students in the chosen stage and this will take ten days. Secondly, we will try training course (field trips). We will send the chosen stage to English department of a certain local university and encourage them engage with university students so that blind students can ask questions and practice language with English department's students. This phase will take ten days too. Thirdly, we will form intensive conversation classes by dividing the students to groups then a supervisor will propose topics to be discussed by students hearing their opinions and asking them to create conversations about any topic they choose. This method shall be applied for five seasons to estimate its effectiveness in helping blind students learn English. In addition, comprehension and listening lessons will be conducted where a supervisor will read a text many times then ask the students to repeat certain sentences while reading in Braille method.

Ethical Considerations:

Due to the high cost of abroad trips, we will apply local field trips only. Also, We will rely on microphones instead of language laboratories because there's no enough time to prepare labs.

Limitations of Research:

Only female blind students in Al Noor Institute for Blind Students in Dammam will be included in this research.

Expected Result:

We can confirm that using modern methods are extremely effective on our target sample. The ability of using these methods will clearly show in facilitating the process of learning English for blind students through students in classes and the associated excitement.

Moreover, modern methods will help blind students to grasp information more solidly than other traditional methods.

References:

- 1. Quarter, Antonio and Piano, Mario “New Ways of Language Learning for Blind or Visually Impaired Children and Teenagers”
http://conference.pixel-online.net/ICT4LL2010/common/download/Proceedings_pdf/ILT28-Quatraro,Paiano.pdf 6 November 2014**
- 2. “What are the assistive technology needs for students mastering the Common Core State Standards? “<http://www.perkinselearning.org/ccss/assistive-technology-visual-impairments> 2 November 2014**
- 3. Kofi Annan’s Quote
Available at:
<http://www.brainyquote.com/quotes/quotes/k/kofiannan399822.html>
<http://www.pharmabraille.com/pharmaceutical-braille/braille-alphabet.html>**

Appendix:

This questionnaire will be written in Braille method and given to students. Answers will be received and recorded by supervisors.

1. Do you think field trips should be used in the educational process?
Why?
2. Do you think listening and conversation classes are helpful in learning English?
3. Do you think making separate groups and encouraging a competition between them is a helpful technique in improving conversation skills of students?
4. Do you find excitement and competition more motivating towards learning outside school books?

Questionnaire form written in Braille method:

1. Do you think field trips should be used in the educational process?
Why?

2. Do you think listening and conversation classes are helpful in learning English?

3. Do you think making separate groups and encouraging a competition between them is a helpful technique in improving conversation skills of students?

4. Do you find excitement and competition more motivating towards learning outside school books?