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The Early Intervention in Education for Children with Disabilities:
Deaf and Dumb Learners
Case study: Second Year Middle School Pupils
-Douma Mohammed -Tiaret

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Dedication

*A number of people gave me invaluable help, encouragement
And support. My parents, family, and my friends, to them all, my grateful thanks.*

*I dedicate this work to the deaf children, their teachers and
Whoever works with them to make their life better in any place all around the globe.*

Tounssia

Dedication

First and foremost, I thank Allah for letting me live this wonderful day.

Every challenging work needs self-efforts as well as guidance of elders especially those who were very close to our heart.

My humble effort I dedicate to my sweet and loving

*Father **MILOUD** & Mother **SALIMA***

Whose affection, love, encouragement and prayers of day and night make me able to get such success and honour.

*To my grandmother **SAADIA***

For being my first teacher, whose love for me knew no bounds, who taught me the value of the hard word thank you so much, and I will never forget you, may you find peace and happiness in paradise. I had promised to make you proud by the achievement of this monumental academic goal, and I hope that I fulfilled that promise.

I also dedicate this dissertation to my sisters and brothers they have never left my side. I cannot say how much I love you and how special you are to me.

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Abstract

School is often referred to as the key element for improving well-being and prosperity.

However, little is known about the education of deaf and dumb pupils. The main objective of this research work is to determine whether the fact that Deaf and Dumb pupils are included in Algerian preparatory schools corresponded to the inclusion policy, from the viewpoint of special education teachers. Also, and more accurately to explore learning English as a second foreign language for the deaf- dumb especially in mainstream school. This case study revealed a variety of results, and these results reflect some of the challenges faced by special education teachers and deaf- dumb learners as well.

Keywords: Deaf and Dumb learners, inclusive education, challenges, special needs, Algerian system

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List of Acronyms

CWD: Children with Disabilities.

SENs: Special Educational Needs.

UNESCO: United National Education Scientific and Cultural Organization.

WHO: World Health Organization.

AAMR: American Association for Mental Retardation.

IDEA: Individual with Disabilities Education Act.

DCG: Disability Counselling Group.

CRPD: The Convention on the Right of Persons with Disabilities.

EFA: Educating for All.

CRC: Convention on the Right of the Child.

CRPD: Convention on the Right of Persons with Disabilities.

DDA: Disability Discrimination Act.

UNCRPD: United Nations Convention on the Right of Persons with Disabilities.

SAI: School Access Initiative.

MOE: Ministry of Education.

WFD: World Federation of the Deaf.

ASL: American Sign Language.

MNS: Ministry of National Solidarity.

Introduction

Education nowadays has become prominent thing as it enhances people to take part in this matter. It plays an essential role in many fields, which includes the development of the country in first degree. It is the right of every one.

Inclusive Education refers to all learners, young people with or without disabilities being able to learn together in the same environment as regular pupils. It is not include the right of attendance in regular mainstream school but also focus on child-cantered pedagogy to meet their needs. However, there are still challenges for children with disabilities (CWD) to pursue and experience education. They cannot easily benefit from the mainstream system. This study looks at how all children are taught in school generally and the children with special need specifically, and to what extent they have an early intervention in their teaching to provide the service correctly for them. The study digs also in the different ways that identify disabilities early highlighting the possible programs that serve this category properly.

Therefore, we pose the essential research questions:

- ✓ Does our educational system serve well this category in Algeria?
- ✓ Does education for learners with disabilities require special services? And are their needs being met in classroom?

To provide induct answers, we add others targeting sub questions:

- 1- What challenges and barriers exist in relation to achieving inclusion for children with disabilities?
- 2- Are mainstream setting suitable for all children with disabilities or do special schools still have a value in society?
- 3- What gaps are identified between the policy and reality of achieving inclusive education for deaf and dumb pupils?

The above-cited questions led to the formulation of the following hypotheses:

- 1- Our educational system does not take into consideration this category on the real ground. They have to gauge the efficacy of the services in order to formulate an effective system as a whole.
- 2- Education is important for all children, but even more for children with disabilities because they need to improve themselves in order to achieve their goals.

Special education for CWDs is the way and the transmission of teaching and learning strategies for the persons with disabilities or learning difficulties may or may not be enrolled in regular schools. Learners who need education may include deaf, blind, with physical disabilities, with intellectual disability, and pupils with speech problem. The teacher needs to understand more about the differences and about their needs that pupil have, it may include the different types of disability and the difficulties that pupil face, he needs to make a special way of adaptation to their program to enhance the transmission of knowledge and facilitate it. Our study consists of three chapters: The first chapter is devoted to reviewing the literature that aims to provide information and try to reveal the characteristics of learners with special needs. Review the history of special education for disable children. Later, it deals with emergence, systems and policies. Second chapter cover the literature review related to the matter, it deals with the history of inclusive deaf and dumb learners in ordinary Algerian schools. It gives an overview of sign language in how it is taught and other methods. Chapter three is devoted to fieldwork as data collection and analysis. It detects the different research tools used to collect data. The results are analysed and interpreted to confirm or reject the assumptions according to the extracted data.

In order to follow up on this inquiry, the case study research design in intermediate education was used to confirm multiple points of view through different methods such as interview, questionnaire and classroom observation. This research is conducted using a mixed approach including a qualitative and quantitative method for obtaining and collecting data for

this investigation. It works in the current research as a method that fits this research topic and adopts an analytical framework to be implemented in this study. We find this method appropriate because it allows us to introduce the world of deaf- dumb and how is the attitude of learners in such a disability towards foreign languages. In this paper, the data collection tools that we rely on are questionnaires provided to both deaf and dumb pupils and their teachers to collect information and have different perspectives. In addition to class observation, this was done only at Tiaret (Souguer) middle School.

Unfortunately, it was impossible to conduct a deep investigation into teaching, and to include deaf- dumb pupils at a specific time, and this is due to the current situation and quarantine because of the Covid 19 pandemic. There was only one school where this study was carried out and that contains integrated classes. Thus, the sample was limited, in addition to the lack of understanding the sign language used in this school by the researchers.

Chapter One

Literature Review

This chapter has been carried out to discuss the issue relating to children with special needs those arising from physical, sensory, and intellectual disabilities by highlighting the resources and supports that take into consideration provisions, practices, and curricular concerns with children with special educational needs (SEN), this later may result from many factors.

1. Previous studies about Disability

According to Helen K. Warner (2006) the possibility of the first real reforms to provide disabilities to persons with special needs comes with Renaissance through studies of anatomy, surgery, and medicine in the East (p. 17). In the past, children with SENs were segregating and educated separately from this peers in separate schools. There was little contact between children with SENs and other children. This paper outlines the evolution of international and national legislation and policies related to the education of children with disabilities, and how changes in special education policy and provision have altered the way children with special educational needs are educated, in order to guide schools to become more inclusive and to develop the needs of children with SENs.

There was no overall interest in the American society to this category. Aron and Loprest (2012) reported that in the period before 1970 no major laws protected the civil or constitutional rights of Americans with disabilities. All the public policies were directed to veterans with disabilities returning home from the world war, but the civil right movement of the 1960 that called "*The right movement*" led to shift from the one primary focused on social and therapeutic services to one focused on political and civil right (p. 99). This policy has upset standards concerning the care of CWD and the emergence of new currents. One of the oldest and largest organization that organizes professional American Association that was

founded on Mental Retardation (AAMR) in 1876, its mission focused on the universal right of person with intellectual disabilities and effective practice (Reynolds &Janzen, 2007, p. 01), in order to nurture and provide leadership in this field and to advocate for quality, individual dignity, and other human right. After that the attitude toward disability is different from those in the past that masked the handicapped.

In 1973, for the first time a new federal law stipulates that exclusion of an individual with disability lead to discrimination, the assumption that faced by persons with disabilities such as low level of educational attainment or unemployment. Were the inevitable result of the disability itself rather than the social barriers (Aron &Loprest, 2012, p. 99) that promoted greater inclusion of these children in society and alongside their non-disabled peers. Two years later (1975) a new law to protect the right of study for disabled study Individual with Disabilities Education Act (IDEA), which affirmed that the right of children with disabilities to enroll in public schools, to receive services designed to meet their needs free of charge, and to receive the instructional process in formal education classroom alongside nondisabled children (Aron &Loprest, 2012, p. 99). Help create greater access to education by removing international and non-international barriers meeting their needs .

Moreover, In India, the National Focus Group (2006) report that during the 1880 Christian missionaries started schools for people with disabilities on the basis of charitable work. That was followed by government initiative to establish workshop and model schools for the disabled population in the country. In 1970 the IEDC scheme was launched by the federation government to provide education for learner with SEN in regular schools. Nevertheless the coverage remains insufficient, so there was a need to reach all children with SEN for all educational opportunities. After the Salamanca statement (1990), inclusion in education become comprehensive so that all learners with or without disabilities have the right to learn side by side in regular school (para 2).

For four decades, the United Nations' strong commitment to the human rights of persons with disabilities has been embodied in major human rights instruments as well as in measures and initiatives, as it was proclaimed in 1971 on the rights of persons with mental retardation, and the 2006 Convention on the Rights of Persons with Disabilities (UNICEF, 2007, p. 07).

Inclusion becomes essential through placing its principle in a table Educational work around the world. After the world Conference on Education for People with Special Needs in the Salamanca Statement (1994), that was adopted by UNESCO and representative by 92 governments and 25 international organizations in order to set the policy agenda for inclusive education on a global basis. Where comprehensive education stipulates that all young people with or without disabilities are included in learning together in ordinary pre-school provisions, schools and community educational setting appropriate network of support (UNICEF, 2007, p. 08) with the aim of translating the principles of inclusive education into reality and giving great value to education. In addition to that, the 1990 World Declaration and Education for All Framework to address basic learning needs adopted at the Global Education for All conference in Jomtien, Thailand in March (UNICEF, 2007, p. 08).

During the 1997, IDEA continued to develop programs and reforms in the law that focused on improving pupils to separate the most accurate and academic education and curriculum, applying disciplinary measures enhancing transitional services and pupil support. The main major educational policies, No Child Left Behind (2002) and the Individual with Disabilities Educational Improvement Act (IDEIA 2004) that represent a departure from the rigorous curriculum of educated a learner, so that both qualifications include global standards and good education to address the differences in the achievement of learners (as cited in Elissa Benjamin, 2011, p. 01), that guarantee the right of every handicapped child to quality education. UNICEF (2007) reports that, in 1989 a convention on the right of the child was concluded as an international law to deal comprehensively with the right of the child and

specifically the right of children with disabilities, through a committee that monitors the implementation of the convention(p. 07) to ensure attention and non-discrimination. In order to push disability to the top of the social and political agenda, in 1998, a Disability Counselling Group (DAG) was created for each NHS Trust fund, but it has earned nothing more than a passing mention of the media (Warner, 2006, p. 04).

According to UNICEF (2007) The Convention on the Rights of Persons with Disabilities was signed on 30 March 2007 by representatives of 81 unprecedented countries, reaffirming the rights of all persons with disabilities, including children (p. vi).In addition to the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities (CRPD), adopted by the United Nations General Assembly in December 2006, provides a new impetus to promoting the human rights of all children with disabilities (UNICEF, 2007, p. 01) the ultimate aim is to create the least restrictive environment to meet the needs of all. Although, the Department for International Development state that the Educating for All (EFA) Global Monitory Report (2007) finds that the majority of children with disabilities in Africa do not enrolled schools at all and of the 72 million children of primary aged around the world outside of school a third of them have disabilities (p. 2). It is important therefore, to consider the quality of education that is provided in mainstream schools and question whether children's needs are actually being met.

As an issue, it was impossible to achieve by any other means. In November 2001, announced a decision to create an ad hoc committee to consider proposals related to the Convention on the Rights of Persons with Disabilities. In order to grant disability, authority and clarity of disability as human rights by the United Nations General Assembly (UNICEF, 2007, p. 10).

2. Discrimination on CWD

Comprehensive private education recognizes the role of physiological, psychological, environmental and social factors in the pathogens of SEND, according Hornby (2014) a psychosocial model that includes an environmental view of SEND's pathogens and intervention to address it is an essential component of inclusive private education (p. 241-242), because educating children with and without disabilities together reducing discrimination. As announced by UNICEF (2013) when higher education is available, pupils with disabilities are often restricted by excluding them from school. For example e, high school pupils with disabilities in Ireland are not permitted to enroll in a full set of academic courses. In China, university pupils with disabilities are not permitted to major in most sciences, as it is felt that the "degree" will be wasted on an individual who does not have a chance to find a job in this field (p. 22).

They have all the right to educate on the basis of equality of opportunity, and to have full access to all resources and social interactions that are present in the general education classroom. According to a statement by UNICEF (2013) both the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD) provide protection against all forms of discrimination against children with disabilities, through the concept of "*reasonable accommodation*" requiring states to make necessary and appropriate adjustments to ensure an individual with a disability enjoys rights on an equal basis with others, as long as they do not impose a disproportionate or undue burden the non-discrimination should not be interpreted as meaning that all Children the same way. Differentiation is acceptable as long as the goal is to promote the realization of children's rights (p. 11).

Nevertheless, Discriminatory legislation often fails to recognize some children with disabilities or specifically prevents them from obtaining access to the exercise of their right to

education "For example, some countries still have legislation declaring that some groups of children are uneducated, while others place responsibility for the education of children with disabilities in ministries other than education, and thus work to isolate and marginalize them," said UNICEF (2013, p. 21). To ensure a revision of the Discrimination against Persons with Disabilities and Elimination of Discrimination Act, the DRC, which has the power to investigate any allegations of discrimination, has been established, as it is a critical step in the struggle to grant persons with disabilities civil rights and media attention (Warner, 2006, p. 4) to eliminate discrimination which remains a major problem at all levels of education, especially for children with disabilities who wish to enroll in regular education.

UNICEF (2007) state that many children who would have been excluded from ordinary school to private could satisfactorily educate them by providing customized support of their individual needs through an individual program such as Down syndrome, and contrary to expectation, as a number of them were able to complete education and successfully (p. 16). According to Jackson, McAfee and Cockram (1999) report that in 1992 Disability Discrimination Act (DDA) was designed to protect persons with disabilities from discrimination, special discrimination in education. Although studies have shown that discrimination remains a major problem at all levels of education, especially for children with disabilities who wish to enroll in regular education, for this reason that the Commonwealth Working Group MCEETYA investigated the application of education standards as a way to enhance DDA implementation (p. 03).

Among the decisive steps in the struggle to obtain civil rights for persons with disabilities and ensure that the Disability Discrimination Act (DDA, DoH 1995) is revised and discrimination is eliminated. The Democratic Republic of the Congo was established. It has the power to investigate any allegations of discrimination (Warner, 2006, p. 04).

According to UNICEF (2007) state that Resolution 2002 of the United Nation General Assembly on the right of the Child calls for the implementation of anti-discrimination legislation to ensure dignity, promote self-reliance and facilitate the effective participation of children in grace, including effective access to educational and health services (p. 08) whereas required to provide the necessary supports and environmental adaptations necessary for the person to be able to access the education in the same way that people without a disability are accommodated.

3. Parents and Family

Often the care and priority given by parents is for children without disabilities in relation to paying books or any other expenses, assuming that education will be less important for children with disabilities while endorsing the idea of placing children in institutional care. Regardless of neglecting the importance of family and parents in the early intervention of a child, but sometimes parent do not have the ability and capabilities to provide needed care and services, for that the importance of enabling parents to take care of their children at home is recognized though several legislation.

UNICEF (2007) states that:

“In South Africa, where significant progress is being made to promote the rights of children with disabilities, the Law Commission Review of the Child Care Act 1983 recognizes the importance of empowering parents to care for their children at home. It suggests that this requires improved health care services, accessible schools, free or affordable assistive devices and support programs for parents. It also stresses the need for a more integrated approach to the delivery of services in order to help parents navigate their way through the system more efficiently and receive more coherent and effective provision”.(p. 23)

Under the early intervention program and enhance their integration into society.

A major role was given to parents in the New Zealand Individual School Administration established by the Education Act 1989, and this is what has characterized New Zealand by far the most advanced education system in the world (Hornby, 2014, p. 05). UNICEF (2007) report that Caring for children with disabilities on the part of their parents and not separating them from them unless a competent authority decides that this serves the best interests of the child as it is their right and is required by the Convention on the Rights of the Child (p. 18) *“In England each local education authority has a parent partnership service, and there is a National Parent Partnership Network that supports and promotes the work of parent partnership services across the country”* (Hornby, 2014, p. 10) such this services obtain support that parents need guarantee a good education for their children with SEN.

The barriers lie in the environment, not the individual, and these barriers must be prevented or reduced to provide remedies for children with disabilities, families and caregivers. To provide comprehensive services suitable for children and youth with special needs a useful example is provided by the US-based "Family Voices", by providing important and pro-family media resources to enhance their decision-making role (UNICEF, 2007, p. 24)

4. Inclusive Education and Special Education

Inclusive education: according to Bailey speaks(1998) about inclusion *“as being in an ordinary school with other pupils, following the same curriculum at the same time, in the same classrooms, with the full acceptance of all, and In a way which makes the pupil feel no different from other pupils”* (p. 173). It is important to clarify the meaning of inclusion in the education of children with SEN.

“The concept of “inclusive education” refers to an education system that takes into account the individual learning and teaching needs of all children in vulnerable situations; disabled children, street children, children belonging to ethnic minorities, children from nomadic / refugee families ... etc. Inclusive education does not pose the

problem of which children with which types of disabilities can be integrated into mainstream classrooms? But, how to adapt aspects of school life so that inclusion is possible”.(Rachid, 2018, p. 372)

Inclusive education is the base, including children with disabilities in mainstream classrooms does in fact to facilitate independence, well-being, and inclusion in the communities in which they live and correspond with policy on inclusion, as the World Conference on Education for People with Special Needs stated, it was recommended by UNESCO and held in Salamanca, Spain, in 1994, and this has now been confirmed in the New Convention on the Rights of Persons with Disabilities (UNICEF, 2007, p. 01), current policy emphasis on all pupil are part of the school community with taking into consideration their strength and weaknesses and to create class in mainstream education instead of special school with the least restrictive environment to meet the needs of all pupils.

According to UNICEF (2018) states that *“Generally speaking, there is agreement that effective teaching for children with disabilities is the same as effective teaching for all”* (p. 3)it is to support inclusive education and benefit learners with disabilities from focusing on the prevailing classrooms by improving teaching and learning for all pupils and to achieve the maximum benefit from the educational system together with their peers with reject any type of segregation or exclusion of learner whatever the reasons. Nevertheless the policy of “Full Inclusion” for all children being educated in mainstream it is impossible to be achieved, regardless its ability to reduce discrimination by enabling children with disabilities or without to grow up together. The inclusive education movement was established by celebrating the United Nations International Year of Disabled Persons in 1981, whose goal was to focus on achieving full participation in society for all persons with disabilities (Hornby, 2014, p. 4).

Comprehensive education needs political measures to ensure the effective implementation of inclusive education systems and actively seek their support and respond flexibly to their

circumstances and needs, Hornby (2014) said that *“The first to emerge were schools for the deaf in the 1760s and for the blind in the 1780s. These were followed by schools for children with intellectual disabilities in the 1830s and schools for children with physical disabilities in the 1860”* (p. 03).

Emphasis must be placed on education to increase the capacity of the high-quality educational system, according to UNICEF (2012), since 2002, EFA has recognized that achieving its goal must be by extending to children with disabilities, and has adopted the principle "The right to education" for persons with disabilities the pioneer: towards inclusion in order to support efforts to exchange knowledge and build global partnerships to ensure Inclusion of learners with disabilities in the National Education for All plans (p, 08).

Aron and Loprest (2012) state:

“In 2001 Wade Horn and Douglas Tynan proposed segmenting the special education pupil population into three distinct subgroups: children with significant developmental disabilities and sensory and physical impairments; children with milder forms of neurological conditions, such as learning disabilities and attention-deficit/hyperactivity disorder; and those with conduct or behavioural problems”.

(p. 103)

Directorate General for Internal Policies (2017) notes that the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) supports the shift - in the field of disability - from a charitable model to a human rights-based model. Article 24 of the UNCRPD is devoted to education: the right of persons with disabilities to education without discrimination and equal opportunities is essential (p. 10), as the law is a fundamental guarantor of the rights of persons with disabilities.

In 1995 the New Zealand government launched the School Access Initiative (SAI) by providing funding to improve access to public school buildings. So that education is not only

limited to access, but rather it is the process of enabling children with disabilities to obtain their rights and a sense of achievement that will increase their self-esteem and their self-confidence (Warner, 2006, p. 06) where inclusive education aims to ensure that the entire school approach is followed and that the necessary measures are provided To enable schools to become more inclusive and remove barriers to learning and participation in education.

In 1989, the New Zealand Education Act provided for the right of all children to enrol in their mainstream local schools from the age of 5 to 19 years. "Inclusion" of all children with SEND in regular schools in 1996, and the Ministry of Education (MoE) introduced a policy called "Special Education 2000"(Warner, 2006, p. 05).

Regardless of all these policies, implementing the principles of education faces challenges, depending on how the system is interconnected and its ability to reach children with special needs, provide material resources, and finance support for access to high-quality education so the child's right to education must be enshrined in agreements and human rights treaties by requiring it and making it available to all. So that many children with disabilities are not far from obtaining any kind of these rights even if they are regular schools. As a result, private schools have played an important role in providing education for children with disabilities, and covering what ordinary schools cannot meet, but when reviewing the role of private schools in the future. He decided to keep private schools for children only those whose parents express their strong preference for these schools, and for pupils who are difficult their support especially in regular schools. Maintaining inclusive education as a first choice, and in principle private schools are now more connected to regular schools in different ways, sharing resources and training, sometimes on the same site, and increasingly appearing across North America and Europe (UNICEF, 2007,p. 17).

5. Disability

The concept of disability has many definitions it is generally indicate the specific condition of a child's ability to interact. Emma and Mark (2018) said that:

“Disability’ refers to how children experience barriers to education through the environment disabling them. We do not define the various forms of disability but do recognise that there is a broad spectrum of disability from severe and profound difficulties to largely hidden, high-functioning difficulties. The Wave Model responds to this spectrum through generating graduated changes in how schools and classrooms are organized and function so as to address specific needs and have positive impacts for all children”(p. 2)

This term cover many different needs that can vary greatly.

6. Integration

According to Rachid (2008) integration is necessary, so whenever the situation is always individual, because it is a measure of each of the abilities of each child at a particular time. Others believe that integration, the main point of specialized education, can also be a way to prepare them as well as possible(p. 373). According to Save the Children state that integrated education focuses more on children with disabilities enrolled in schools, while inclusive education focuses more on ensuring that children with disabilities learn (Department for International Development, nd, p. 4).According to UNICEF (2014) *“Inclusion is not the same as ‘integration’, which implies bringing children with disabilities into a ‘normal’ mainstream or helping them to adapt to ‘normal’ standards”*.(p.01)

7. Early Intervention

Intervening early and effective can direct the educational path for many children with disabilities. According to Aron and Loprest (2012):

“Early intervention relies on a widely accepted new idea that determining children’s needs and providing services early in their lives can avoid or reduce service needs in the future by reducing the effects of disability and in some cases actually reducing the occurrence of additional disruption, that include screening, referral and treatment assessment and tend to be less intrusive and expensive than top-level services”
(p.107).

Comprehensive early intervention programs can be very effective for young children with developmental disabilities, as well as for children at risk due to biological or environmental factors. Early intervention includes systems, services and support designed to enhance the growth of young children, reduce the possibility of late growth and the needs for special education services, and enhance the capacity of families as caregiver (Baker, 2003, p. 503), the importance of the intervention is important for the child, by identifying developmental delays and disabilities in early childhood so that they are eligible to receive services under the IDEA legislation. Young children have no time to waste when they need special services. Research indicates that good results are the result of starting services early, from birth to school age (Slentz, 2010, p. 03).

Hatton et al. (2000) stated that during an early intervention examination, the relationship between growth outcomes or service gains and intensity was examined, to determine the age at which services began, parents’ satisfaction with them, with little focus on the first responders’ perceptions of strengths and the needs of young children with disabilities or their recommendations to provide the service (P. 237).

The result of the important early intervention of the child’s cognitive function extend beyond the child’s development gains in all fields, without disregarding the benefits of parents and family in improving welfare, education, parenting and health care (Backer, 2003, p. 503).

Recent studies that focused on early intervention in developmental disabilities exceeded cognitive development and the severity of the behavior problem as indicators of the results of a broader study of family and child performance, as was noted through early intervention in general (Backer, 2003, p. 505). To improve the quality of study for the child and the necessary care in cooperative model for the family, the child, and professional, intervention are designed to provide specialists with practical and constructive strategies.

The disability is differ from one to other, all of them they should have a care concerning the deaf and dumb persons. WHO statistics, 360 million people worldwide suffer from hearing loss (5.3% of the world's population), including 32 million children, through partial or total inability to hear sound in one or both ears; When hearing loss occurs in both ears, it is called "bilateral" while hearing impairment in one ear is referred to as "unilateral". Hearing loss may be sudden or progressive weakness that gradually worsens over time. Depending on the cause, it can be light, severe, temporary or permanent (as cited in Hanane & Bochra, 2017, p. 06).

8. Deaf and Dumb

The term "deaf and dumb" is used to define the identity of deaf people who cannot hear, or used to refer to people who cannot speak. "Mute" means silence and no sound. The Greek philosopher Aristotle (350 BC) declared "deaf and dumb" because he felt that deaf people could not learn, learn and reasoned thinking. According to him if a person cannot use his voice the same way a person uses hearing, there is no way that a person can develop cognitive abilities (Hanane & Bouchra, 2017, p. 07). However, these terms should never be used because they are inaccurate and of course not respected, because these terms are not favored by deaf and hard of hearing. Because they use sign language and sometimes they read lips to communicate in order not to be silent.

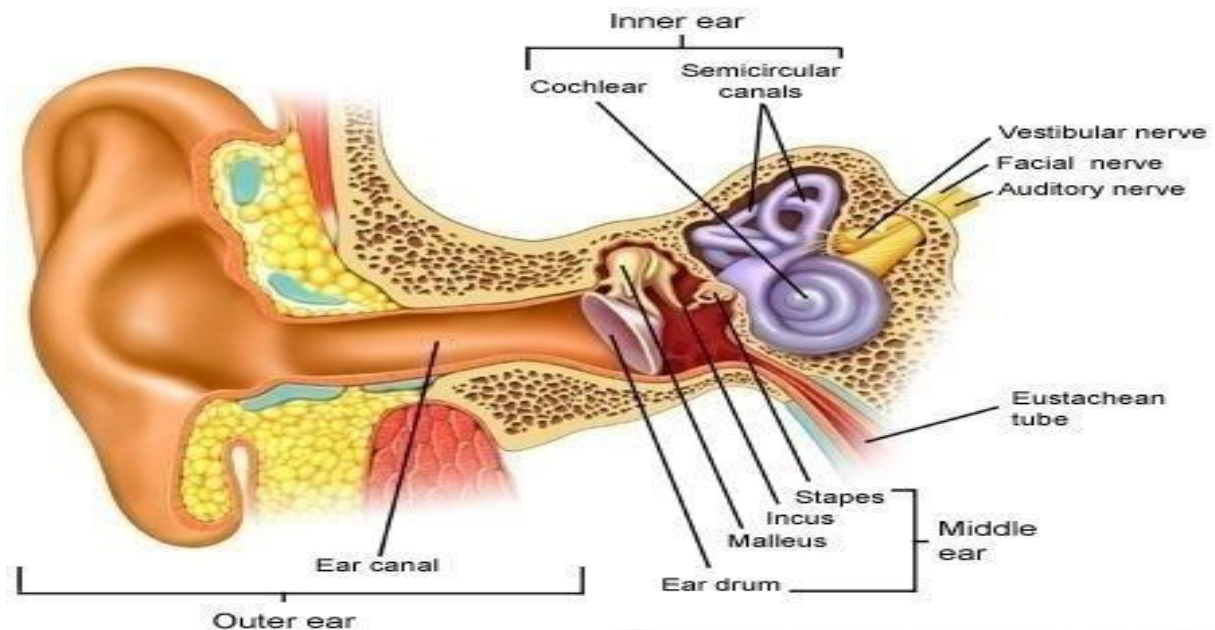


Figure 01: The Anatomical Structure of the Ear

9. The Advent of Dumb-Deaf Education

Deaf and dumb children have always been part of our societies. Historically, people with hearing impairment, i.e. deafness and mostly hearing impairment, have been neglected and even rejected. But in the past few decades, the concept of deaf education has changed in most societies and the field of education has evolved.

Michelle (2011) announced that as of 1750, special education for the deaf had been born. Deaf people date back to the Charles Michel Libby Monastery. The pioneer founded an organization for the deaf. After that, 21 schools for the deaf were established. In these schools, Old French Sign Language (known as First Standard Sign Language) spread throughout Europe as more pupils were taught. Sign language was considered the natural language of the deaf. For these reasons and due to his efforts, De l'Ebee was rewritten as a "deaf father", and in contrast to his "oral father" by German teacher Samuel Heinek, he supported the use of speech and reading of speech to teach Atrash. The oral method (or philosophy) was an alternative to using sign language (as cited in Hicham, 2017, p. 20).

In addition to that, the World Federation of the Deaf was established in Rome in 1951. It is an international community that strives for equality, human rights and respect for all persons without exception, with a focus on the deaf. Better education is higher in the WFD program. Federal funds are lacking for most children with special needs with disabilities. The Persons with Disabilities Education Act has provided free and appropriate education for all children since the 1970s. The reason for advocates is that if the child is smart and able to learn but learns differently from ordinary children, then the law must be obligated to give them equal educational rights (as cited in Hicham, 2017, p. 16).

In 1817 the first deaf school in the United States was founded in Hartford, Connecticut. This school, now called the American School for the Deaf, has been opened under the name Connecticut Connected in Hartford to teach deaf and dumb people. A year after opening, this school was made up of poor and uneducated pupils between the ages of 10 and 51. Laurent Clerc, a French citizen with hearing loss in childhood, became a primary school teacher. As a result of his teachings, American Sign Language (ASL) is a language derived from French (Harden, 2014). After spreading his knowledge, Clark's teachings led to the creation of more than 30 deaf schools in the United States before his death. These residential schools helped form Deaf communities. The first college for the deaf called the National College of the Deaf and Dumb, known today as Gallaudet University, was created during this time. (Diana. B, 2019, p. 07).

This chapter studied international literature review on education and inclusion of children with disabilities. Legislation, policies and united nation convention on the Rights of the Child in relation to the education of CWD. Disabilities and special educational needs were also presented and discussed within a comprehensive framework within mainstream education. The complex nature of inclusion was examined and implemented during this chapter as well as the gap between politics and savings internationally and the system of boarding. In order to

gain more insight into the fact that inclusive education is applied and accessed for children with intellectual disabilities, this study will therefore examine the experiences and perspectives of schoolteachers and parents of children with special educational needs.

Chapter Two

Deaf-Dumb Situation in Algeria

This chapter offers a global picture about the Algerian report concerning people with disabilities specially the deaf-dumb category and the contributions of the Algerian system to their inclusion in regular schools. It's provide a bird eye view on the concept of to try to propose a new structures and designs, and the most important point is the discussion of the Algerian experience in take in charge of this category.

1. Educational System in Algeria

In Algeria, education is obligatory and guaranteed by the Algerian constitution for all children from primary foundation school to university. It is free and compulsory from 6 to 16. Also, there is no disparity between girls and boys, as both sexes are enrolled. According to Democratic and Popular Republic of Algeria statistic (2018):

“The number of learners has exceeded 9 millions of pupils in all cycles: Primary, Lower secondary and Upper Secondary. There are more than twenty six thousand (26 751) schools and more than four hundred sixty two thousand (462 945) Algerian teachers. The budget represents more than sixteen percent (16.3%) of the state budget; the second after the national defence one”. (p.01)

2. Situation in Algeria

Linguistically speaking *“Algeria was a place of invasion and crossed of civilization that made the linguistic plurality reign among it speakers”* (Chami, 2009, p.387). Firstly was affected by the language of colonizer from 1830-1960, Therefore as Ibrahimi states that The French language, which was imposed on the Algerians by force, formed an essential component of the French policy of removing people from their identity. During this period French become the first language and Arabic as a foreign language because the power of Quran, however Arabic conserve its ‘prestige and prevented against such affect.

It followed that after independence a new phase began from (1960s to 1990s) proceeded to the Arabisation change, in which the Algerian government decided to make the Arabic as an official language. The goal of this process is the integration and consolidation of Algerian language as it presents an Arab Muslim society. During this process education technology and everything were executed the Quran's language .In fact there was a big challenge in replacing 100 years of French or more in Arabic language the execution failed to cover all the parts and French was reintroduced in 2002 by the national education reforms as first foreign language , in addition ,as a national language. Thamazigh was recognized in the Algerian educational system in 2002, and by the 2016 the language of the Berber integrated to become an official language besides the Arabic (as cited in Nehari, 2017, p. 29-30).

However, the English language has imposed itself as the primary means of reaching anything happening around the world, in every field. Algeria, like other countries around the world, had to face this situation, introduce it into its educational system, and apply it as part of the curriculum in all schools, despite the dominance of the French language over the Dzasi system, from middle and high schools across the country. But teaching the language itself is a complex task because it is a second language, especially if the learner has special needs.

3. EFL for Children with Disabilities

In general, teachers must interact with a wide range of learners and know about their needs. There are many learners who experience challenges as a result of their special needs, so they may face more difficulties in learning and success. Education is of the utmost importance in our lives, as all children must have the same opportunity to receive the same education without distinguishing between them in terms of capacity compared to persons without disabilities. Also, teachers should be more informed about the disability in terms of difficulty and their knowledge or understanding of it, so it is important for the teacher to be

aware of the special needs of learners as the language is a second language and not the mother tongue.

4. The Algerian Experience in The Care of Children with Disabilities

Legal provisions guarantee the right to education for all children without discrimination, especially in schools. As a fact, civil society is not qualified to respond to widespread education challenges. In Algeria, despite the existence of many laws guaranteeing the rights of CWD, however there is a lack of care. There are no mechanisms to include them in the Algerian educational system, as services are available at the level of few specialized institution and supervised by the Ministry of National Solidarity, it is more theoretical than practical. The intervention is much later in this field (Rachid, 2018, p. 371) the educational system involves segregation of schooling for pupils with disabilities and sent them to special schools. Whereas the civil society is not equipped enough to meet the inclusive education, according to Rachid (2018) 630.000 children with disabilities, of whom by 125.000 are supported by the following organization. 140.000 from national education 14532 by the specialized general center 5000 by the network of association and 1452 by the special integrated classes this is what was stated in the statement of the Algerian Ministry of National Solidarity in 2014 (p. 372).

4.1. The Algerian Association that Work in Process of Inclusive Education

4.1.1. The Association for Mentally Unsound Children “THE Challenge” of Bejaia (2017)

Its goal is to go a more comprehensive school and cover the needs of the child under the supervision of a multidisciplinary team, interfering with raising the level of awareness among principals, teachers, and parents by integrating 351 children with disabilities in schools in 42 institutions and establishing three support units in three municipalities with the largest number of people with special needs. (Rachid, 2018, p. 374)

4.1.2. Association of Parents of Children BMT (CerebralPalsy) of Setif

The Education for All projects, which, in partnership with the Disabled Children Association in schools, allowed training SIA to work as psychologists and therapists which was impossible, that led to the inclusion of 45 handicapped children in school. (Rachid, 2018, p. 374)

4.1.3. Association of Disabled People and their Friends (AHLA) Tizi-Ouzou

The association supported by the European Union. Its aim is to provide global support to the child at the school level, so that the intervention varies according to their specialties and according to the needs of the child. Whereas it improves the quality of access to learning for 80% of children with disabilities, and establish a psycho-educational center for children with intellectual disabilities with psychological care for parents with disabled children. (Rachid, 2018, p. 374)

5. A Possibility to integrate children with disabilities in school

There are many reasons to provide opportunities for pupils with disabilities to learn and interact with their non-disable peers, including pupils can be beneficial for both pupils groups. As well as for parents, teachers, and program management (administration). In fact, the MNS plays an essential role in encouraging the inclusion of children with disabilities in national education.

Generalizing the process of opening specialized departments in coordination with the National Education Sector, the process of caring for children with sensory disabilities (hearing impaired and blind) in integration departments in the regular school environment began during the 1990s, before the issuance of the joint ministerial decision issued on December 10, 1998, which included the opening of special departments for the hearing impaired and blind in educational institutions in the national education sector. Previously it only covered children with sensory disabilities, but was later expanded to include children with mild mental

disabilities. It was determined by a joint ministerial decision dated March 2014 between the Ministry of National Solidarity and the Ministry of National Education on how to open special departments for children with disabilities in educational institutions in the education sector, so that special lessons are provided for the disabled from: eight (08) to twelve (12) children At most, for children with hearing or vision impairment, six (06) to ten (10) children with slight mental disabilities. The comprehensive integration of children with disabilities into sections for ordinary children is also supported, especially in the middle and secondary levels (Boutebal, 2018).

Table1. The Number of Private Section Opened in Algeria.

Year	Number of open year section
2000	23
2005	31
2010	54
2014	208
2015	282
2016	414

Table2.Evolution of the Number of Integrated Disabled Children

Year	Number of open year section
2000	158
2005	278
2010	557
2014	1745
2015	2482
2016	3246

Table3. Success rate, Number of successful, Number of candidates and Nature of disability

Nature of disability	Number of successful	Number of candidates	Success rate
Hearing impairment	327	371	88.14%
Visual impairment	91	93	97.84%
Motor disability	3	4	75%
Shortness of breath	6	11	54.54%
Integrated Sections	119	130	91.53%
Total	546	609	89.65%

6. The Intervention and Inclusion of Children with Disabilities in Algeria

Often the school is the key to improving prosperity and progress, and it is the first and most important step in climbing the ideal social ladder so that education arises only from a social institution. If the need for education arises from people who live together, one of its goals in psychosocial thought is to enable them to live together more successfully.

Many countries of the world have focused on promoting the education of children without exception, especially those with disabilities, to enable them to interact with the community to which they belong. It should be noted that the education of children with disabilities enrolled in public schools has shifted to inclusion, so that the idea of inclusion came as a result of the limited capabilities and competencies faced by the integration of education. The developed countries have made great strides in this area, regardless of the problems they still face. But what about developing countries, in particular, given that many CWD have not yet attended any school. However, the picture is not clear with regard to disability in North Africa, and people with disabilities in general are less compared to people without disabilities due to

factors including marginalization, stigmatization, lack of awareness of the prevalence of disability, lack of protection and inclusiveness, the realization of the rights of persons with disabilities, environments, services and workplaces that Inaccessible.

The Algerian educational system has made great efforts in reforming and implementing strategies to acquire and achieve quality education for all children, especially the disabled, by providing appropriate educational care through integration in the school district. The MNNHS has also worked to ensure education for children with disabilities. In fact, Algerian legislation has devoted a series of texts to provide access to education for all children without discrimination or discrimination and made great efforts to implement a national policy aimed at educating persons with disabilities. By covering specialized educational centers, national lands are funded by the state.

According to Democratic and Popular Republic of Algeria state that handicapped pupil receives free textbooks each year. Braille textbooks of all subjects are printed by the National Office of School Publications for the benefit of visually impaired pupils. Moreover, specialized schools are equipped with teaching material suitable for the teaching of visually handicapped pupils (tablet with punch, Braille typewriter, embossed drawing board, talking calculator, Braille printer). It is the same for hearing impaired pupils whose classrooms are equipped with digital equipment (portable FM transmitters, FM receivers and a hearing aid). A sign language dictionary of the Algerian dialect has been elaborated to unify and facilitate the use of sign language across all regions of the Algerian territory (2018, p. 08).

7. The Educational Situation of the Visually Impaired Child in Algeria

There are several changes in the process of raising and educating children with disabilities in general and children who suffer from a hearing disability in particular. The special education of the disabled has moved from isolation, their education in a private school or centres to partial integration, by teaching them in the departments attached to regular schools

and then full integration and integrate them permanently and completely in the sections of ordinary pupils. According to Anissa (2013, p. 46) states that the same steps, it was applied in Algerian society, because at the beginning of the history of special education for those who were taught only in centres for deaf children only. But in recent years, Algeria saw the merger of the school in hearing impairment until some departments were opened for deaf and hard of hearing children in schools regular education of the Ministry of National Education, in addition to trying to integrate some of them fully with ordinary pupils through the regular departments.

8. The First Experiment to Integrate People with Disabilities in Algeria

In 1970, the Association for Local Co-operation in one of the regions of Algeria opened a small multi-purpose centre that provided a kindergarten and special study classes targeted at the beginning of the mentally handicapped experience and then expanded to include all types of disabilities. This centre included the assistance of specialists, as some employees were provided from among the population, after receiving on-the-job training, and it also received great attention from the local authorities, where it provided financial assistance to expand the project and provide many other centres for the mentally handicapped (Anissa, 2013, p. 47). In the month of 14 - 15-16 March 1981, a national forum was held to integrate the socially handicapped primarily in a kindergarten first and then in school in preparation for comprehensive social integration, as the first experiment was by including a group of pupils at the level of the "Sonatrac" kindergarten in "Abyar", where They are less than three years old. As for kindergarten "Naftal", all ages under the age of six were listed in 1982. While in 1990 these departments were expanded at the level of the capital, such as "Sidi Yahya" school, "Mohamed Montouri" school, and "Scala" school. On December 10, 1998, a joint ministerial decision was issued between the Ministry of Labor and Social Protection and the Ministry of National Education to open special departments for children with hearing loss, as they were

expanded at the Algerian state level in 1999. As for statistics in 2003, 49 departments were opened at the level of 13 states (Anissa, 2013, p. 47).

9. Difficulties in Experimenting with School Integration for the Disabled in Algeria

The difficulties that were noted during the school integration experiment for the disabled persons in Algeria were that some departments were not prepared and insufficient to cover the needs of children with hearing impairment, in addition to the difficulty of movement for pupils, their parents and the lack of internal system. This is due to the absence of much aid for education such as a lack of headphones. Lack of language balance which leads to verbal deficiency, and this constitutes a difficulty in communication especially with ordinary pupils and the behaviour of these pupils, which hinders the teaching process of the teacher. Also, there is no cultural educational activity between the deaf and ordinary children (Anissa, 2013, p. 49).

Deaf –Dumb Schools in Algeria:

Table4. Deaf-Dumb Algerian schools

State	Schools' code	Schools
Mila	E.J.S	Farjiwa
Mostaghanem	E.J.S	Hadjaj
Tebessa	E.J.S	Bekaria
Oran	E.J.S	Oran
Ouargla	E.J.S	Ouargla
OumBouaghi	E.J.S	OumBouaghi
Saida	E.J.S	Hamam Rabi
Setif	E.J.S	Setif
SidiBel Abbas	E.J.S	SidiBel Abbas
Adrar	E.J.S	Adrar

Algiers	E.J.S	Beraki
Algiers	E.J.S	Tlimeli
Annaba	E.J.S	Annaba
Batna	E.J.S	Batna
Bachar	E.J.S	Bachar
Bejaia	E.J.S	Bejaia
Belida	E.J.S	Belida
Ghelizan	E.J.S	Ghelizan
Tiaret	E.J.S	Souger
Tipaza	E.J.S	MoradChano
Telemcen	E.J.S	Telemcen
TiziOuzou	E.J.S	TiziOuzou
Bouira	E.J.S	Bouira
Boumerdass	E.J.S	Boumerdass
Chelef	E.J.S	Chelef
Constantine	E.J.S	Constantine
Ghardaia	E.J.S	Ghalbay Ahmed
Ouargla	E.J.S	HamamDelam
Jijel	E.J.S	Jijel
Khanchla	E.J.S	Khanchla
BorjBouaririj	E.J.S	BorjBouaririj
Messila	E.J.S	Messila
Mascara	E.J.S	Sig
Guelma	E.J.S	Guelma

El Bayadh	E.J.S	El Bayadh
EL Taref	E.J.S	EL Taref
AinTmouchent	E.J.S	AinTmouchent

10. Communication for deaf-dumb persons

Communication is the exchange and follow-up of information and ideas from one person to another. It is a good process to transfer thought, information and feeling from the sender to the successful recipient. Communication requires some basic transmitter and reception capabilities. Here ideas are received, instant comments are created.

Ordinary people use many methods of communication, but disabled individuals do not communicate in the correct way so this disability may affect individuals' communication skills, making it difficult to exchange a few words with others. But despite that, they are still in contact with others through the various ways and methods that help the deaf and dumb to communicate one way or another to this extent. Lack of speaking and listening skills is one of the difficulties they face, but they can communicate by writing but they suffer a lot. This problem can be easily solved by sign language.

10.1. Communication System for the Deaf and Dumb

One of the important problems that people with disabilities face is the rapidly growing technology, and access to communication technology and access to communication technologies has become generally important for deaf and dumb people using sign language to facilitate the way to communicate with others, but they face the difficulty of communicating with some people who do not understand sign language for that They need an interpreter to explain and understand what they need and what they want to talk about to us, so the only thing that makes communication between the ordinary and the handicapped is the sign language that builds a communication system that later enables between hearing impairment in speech and the normal level.

10.1.1. Sign language

According to Kyle and Woll (1985) sign language of movement, hand-eye space and communication, is the language of deaf-dumb society it is a true natural language it shares features and grammatical process with many others spoken languages (p. 5). It is a method of communication it includes visual gestures and symbols that deaf and dumb people use it to define their requirements and express their feeling.

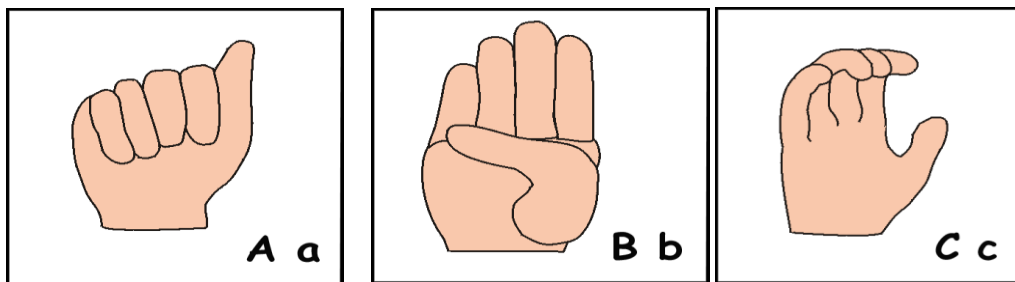


Figure2. Sign language gestures

10.1.2. Finger Spelling

There are many approved methods available for sign language. According to Kay Carson, M state that the spelling of the finger is used to represent the letter of the alphabet and amplifiers who do not speak any position of the word, place the hand in the ways of the listener. Seeing or feeling. Finger Spelling is a manual symbol for representing the English letter. There are many different spellings of fingers, some of which are as simple as following the shape of the letter in the air when it is spoken or at the convenience of all languages and the writings of the world have a handwritten alphabet (p. 08).



Figure3.Alphabetic Signs

11. Language symbols

Sign language symbols is the means of communication used by the disabled people it is a way to communicate using hand gestures and symbols for words or letters of the alphabet often used by those who are hard of hearing .

It actually becomes the same problem of two persons which know two different languages none of them know any common language so it becomes difficult to speak to each others. So it requires a physical translator that may not always be appropriate to arrange the same type of problems that occur between the average persons, deaf or the average and the dumb person. To overcome this problem they should have an application which is a desirable translator that translates natural English sentences as a text impute by normal person for deaf person and sign language , so it can facilitate the way of communication between both of categories in form of gestures by dumb persons to synthesize English words which have a corresponding

meaning in sign language which interpret a particular thing, this will help normal ,deaf and dumb communities by taking out the communication gap between them .



Work



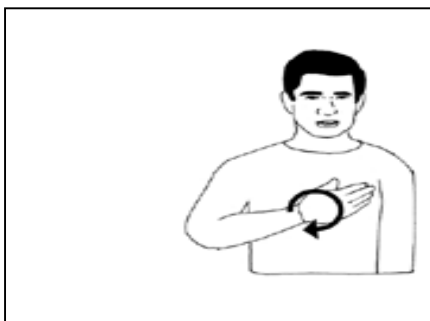
Water



Lunch



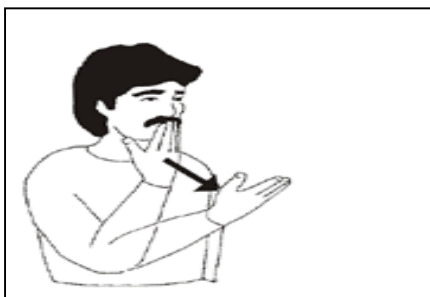
Bathroom



Please



Good



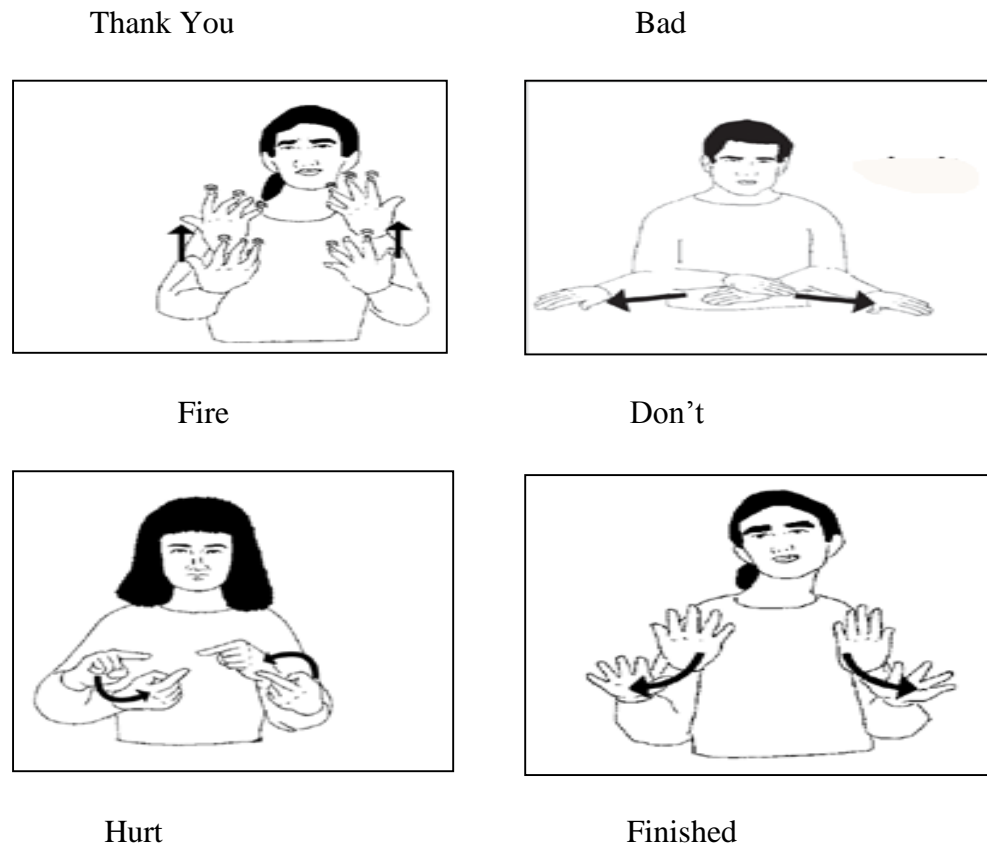


Figure4. Sign language expressions

12. Deaf-Dumb Algerian Sign Language and Education

According to Biggs and Gned (1964, p.12) 2.5% of the population on was deaf in the Jewish community and the reason behind the birth of deaf individuals in the community is the merger maniage, approximately each one in this community had at least one case of deaf – mute among his relatives family or neighbors. According to Lanesman (2013, p. 12) it was in Jewish quarter or mellah of Ghardaia that the sign language developed. In her research, she mentioned the several ways that the deaf and hearing people acquired sign language at that time (as cited in Abdelouafi, 2007, p. 23).

13. Proposed Methodology

This part describes the systems that facilitate the problem faced by the speech and hearing impaired .it aims to develop and design a good system to enhance the communication gap between disabled people and normal world. The main approaches consist of mainly four

processes which are image acquisition, preprocessing and features extraction (Shraddha, 2013, p. 1915).

13.1. Image Acquisition

Is the process of capturing hand gestures that represent different signs, the resolution of different image capturing may not be the same this results of the captured images it is for accurate feature comparison and reduced the computational effort needed for this process all the images must be resized in one size, thus images are captured in a white background with camera and database I created this later it consists of 26 gestures.

13.2. Preprocessing

A pre-processing is a very desirable task to system. It is exercised to images before extract features from hand images. The main goal of image segmentation is to independently divide the image's range into a set of constructing regions that differ visually.

Image segmentation is a useful tool in many domains such as health care, industry etc.

segmentation is a simple idea simply looking for an image visually it is a very easy process to determine what kind of interest and what is not.

13.3. Features Extractions

Good segmentation process leads to perfect features extractions and it play an important role in a successful recognition process, feature extraction is necessary to gesture recognition performance, the most important thing in significant design decision in hand motion and gesture recognition is the selection of the extraction method and the selection of which feature to deal.

Through all that we presented in this chapter, it is of great importance that is evident in the presence of centres and schools that are concerned with the disability sectors as a whole and the deaf in particular, given the difficulties faced by this group at the level of Algeria. We highlighted a brief background on communication systems and the methods used to cover

their needs with regard to the difficulties they encounter while learning. In other hand, we touched of the important role that the educational system plays in their social integration, whether in their community which is represented by the deaf –dumb school or the large community itself.

Chapter Three

Field Work

This part is generally concerned with practical phase and analysing data. The present chapter aims to collect data about the way the deaf-dumb pupils learn and how they are taught. To achieve this, we investigate how the learners with disability can learn the second language in integrating classes in Douma Mouhamed school, without forgetting to highlight the challenges and obstacles that are faced by teachers and pupils as well. In addition to this, we try to find the quality of services as well as of lectures provided to them inside the school which are designed to meet their needs. We also had investigated how teachers treat those pupils. This research involves participation of middle school English teachers, and pupils of deaf-dumb disability currently attending this school. Participants' attitudes and experiences of inclusion in education were investigated to highlight achieving inclusive education for this category.

1. Research design

Throughout this part of the research work, we try to determine the theoretical perspectives that underpin the research and provide distinct assumptions about what constitutes reality and knowledge. The case study includes an empirical investigation of the real world in general, provide a detailed investigation, and enable the research to use a set of tools and techniques. This study falls into a case study design to analyses in detail the current situation of deaf-dumb pupils in one selected middle school Douma Mouhamed in Tiaret. Data collected determined whether the partial inclusion setting for English was successful, to provide how they taught through identifying the complexities of teaching English language for deaf and dumb pupils.

For this case study, both qualitative and quantitative approaches are used, following qualitative design using classroom observation. The observation took place in a second grade

classroom. An interview with English teachers along with a questionnaire administered to pupils were served to this research. To enrich our research, we illustrated some issues quantitatively through statistics and numbers by questionnaire.

2. Sample Profile

In any research, we need to conduct a population that the research is based on for building the experiment. This research is built upon special education English teachers in the field, and (06) deaf- dumb pupils who were observed and interviewed. The sample of teachers was selected based on their experience in special education. Thus, there were no options, because this is the only school in Tiaret that join the cases on which our research is based.

2.1 Teacher's Profile

As it has been already mentioned, we selected two (02) special education teachers, as for, they are experienced and professionals in teaching for three years, they helped us in knowing language progressing and the methods used in teaching deaf and dumb learners in special school.

2.2. Learner's Profile

This extended essay is concerned with deaf and dumb pupils enrolled in special school, who play a centre role in special education, in order to have an idea about how they are taught and to cover their teaching process. Six (06) pupils were selected, five (05) girls and one (01) boy from second year middle school. Two of them have mental retardation and the others are deaf and dumb.

3. Location Study

Our study was accomplished in school of Hearing Impaired Children (Mabrouk kouider) that located in Souger- Tiaret. It is the only school that contains two classes in Douma Mohamed schools as a collaboration and contribution of teachers to enrol it as integrated

classes in ordinary school with normal pupils. It was established to meet the needs of deaf-dumb pupils. The two classes of first and second year level, first year consisted of nine (09) pupils and second year consisted of six (06) pupils.

4. Data Collection Methods

Quantitative research collects information and analyses it numerically, it generally takes the form of numbers (statistics) and its analysis includes calculation or determination to extract results by presenting the results using statistics, tables and graphs. Qualitative explores the meaning of the people's experiences and how the people view a particular issue or case. This data usually comes from interview, observation, and audio-visual materials...ext. To accomplish the aims of the study, research methods may involve a range of tools. We had tried to make use of three research instruments in order to collect data and answer the research questions: a questionnaire and an interview were administered to pupils and teacher of special education respectively, in addition to a classroom observation.

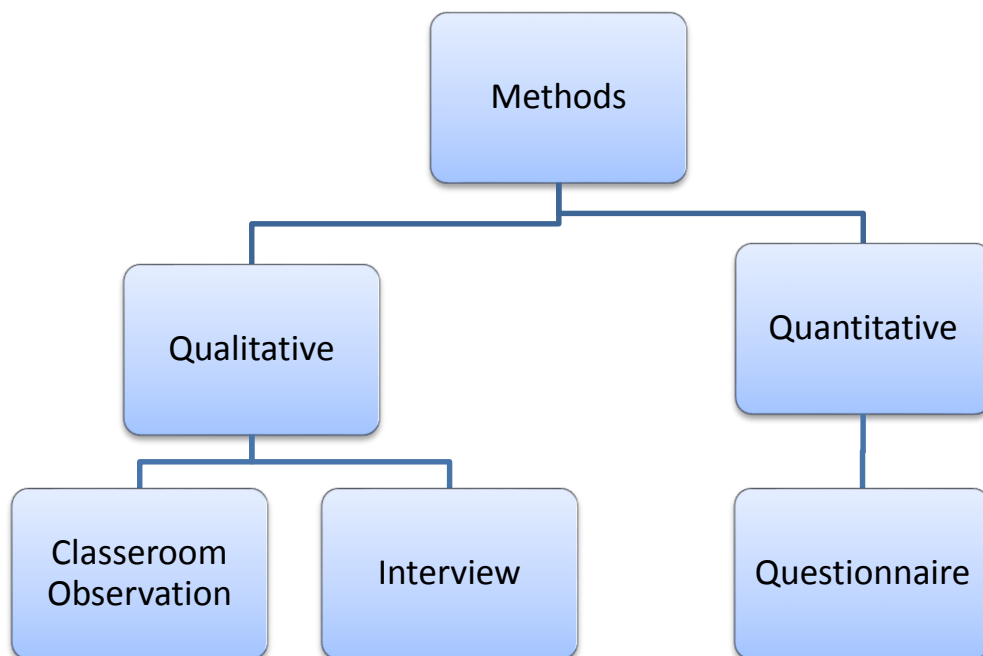


Table5. Research Instruments Employed

4.1. Learner's Questionnaire

In order to investigate this study the first instrument used is questionnaire. It is predefined series of questions used to collect information from individuals. In this step the questionnaire has been handed to learners (deaf and dumb). The main purpose is to know the method that teachers used to teach a second language, difficulties that the learners faced in learning English, and learning with non-disabled pupils. It is also to know if those teachers are qualified enough to teach them. On the other hand, the main objective of learner's questionnaire in this study is to know whether the Algerian educational system serves them in an appropriate way.

The learner's questionnaire contains 4 closed ended questions with stickers to facilitate understanding of the questions and the ability to choose the appropriate answer, and 3 open ended questions. Each question was translated in Arabic for a better understanding.

4.2. Teacher's Interview

An on-line structured interview was held for teachers in order to gather information about their experience in the teaching of the deaf-dumb persons. Hence two teachers from (Douma Mohamed) were interviewed. The interview consisted of 10 questions including behavioral, opinion and knowledge questions. The questions look for general information about the teacher's experience in teaching deaf and dumb pupils. The second part turns around their methodology and ways that they use in teaching those learners, the challenges that they faced during teaching disabled pupils and if any specific assessment they use to enhance their learning progress. It looks also whether the Algerian system serves this category and the possible teachers' opinions and suggestions they see appropriate to solve such difficulties.

4.3. Classroom Observation

The next step to collect data in depth is classroom observation. It was performed at a Hearing Impairment centre. The main purpose of this observation was actually to have a clear

view of how to teach English to these classes, as well as to deal with the challenges and difficulties facing English language teachers, and to see whether the educational system covers all their needs. This research instrument was done in January.

5. Data analyses

5.1. Learners' Questionnaire

As mentioned previously, our questionnaire is concerned with second year pupils in middle school, one boy (01) and two (05) girls.

Question01: Does your school have a specific plan for you?

Table6: Special Plans for Deaf-dumb.

Answers	Number of pupils	%
Yes	0	0%
No	6	100%

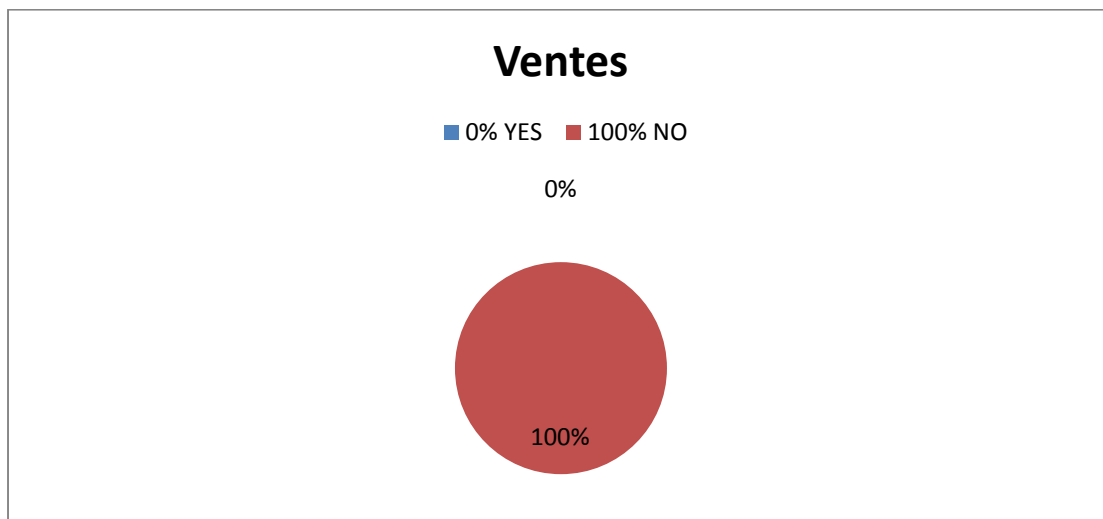


Figure5.Special Plans for Deaf-dumb.

Through the answers of the pupils, it became clear that all the pupils (100%) answer no. We conclude that the pupils do not believe that their school provides them with special services.

Question02: Studying with non-disable enhances your learning.

Table7: Non-disable Reflection's

Answer	Number of pupils	%
Agree	6	100%
Disagree	0	0%

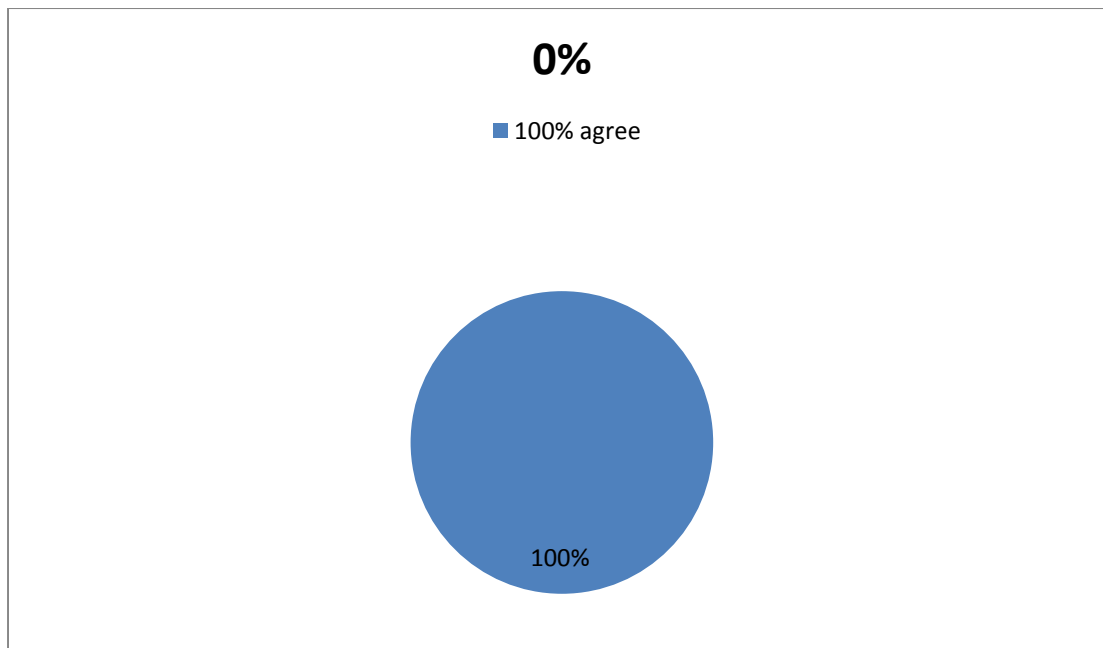


Figure 6.Non-disable Reflection's

Through the answers, all the pupils (100%) seem to believe that the learning with non-disabled pupil is beneficial for them to acquire their level and improve their psyche.

Question 03: The method the teacher uses in teaching suits you.

Table 8: The Reflection on Method Used

Answer	Number of pupils	%
Agree	4	70%
Disagree	2	30%

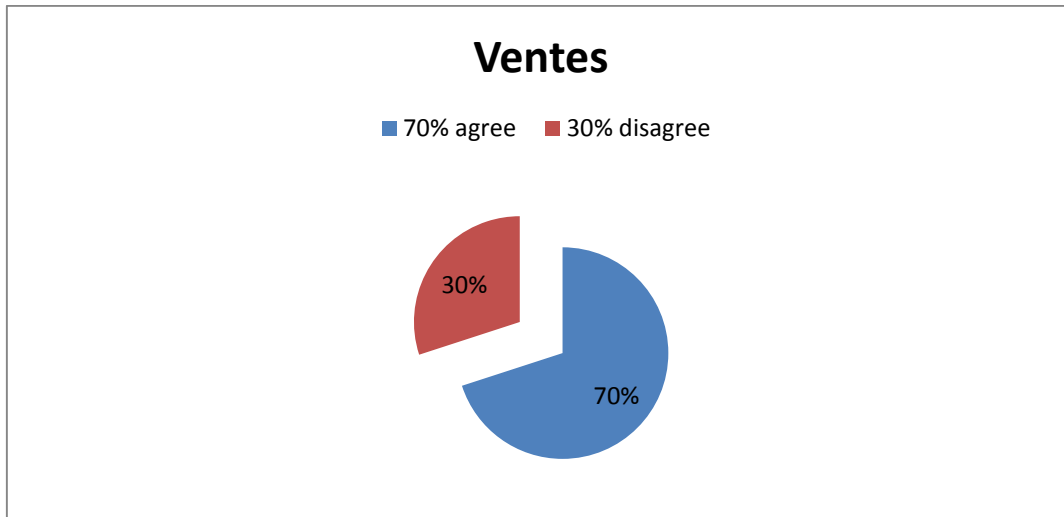


Figure 9: The Reflection on Method Used

Most (70%) agree that their education is acquiring adequate strategies for their teaching.

While (30%) disagree that the way the teacher teaches them is appropriate for them.

Question 04: Do you prefer to study in special schools?

Table8: Reflection on Special Schools

Answer	Number of pupils	%
Agree	3	50%
Disagree	3	50%

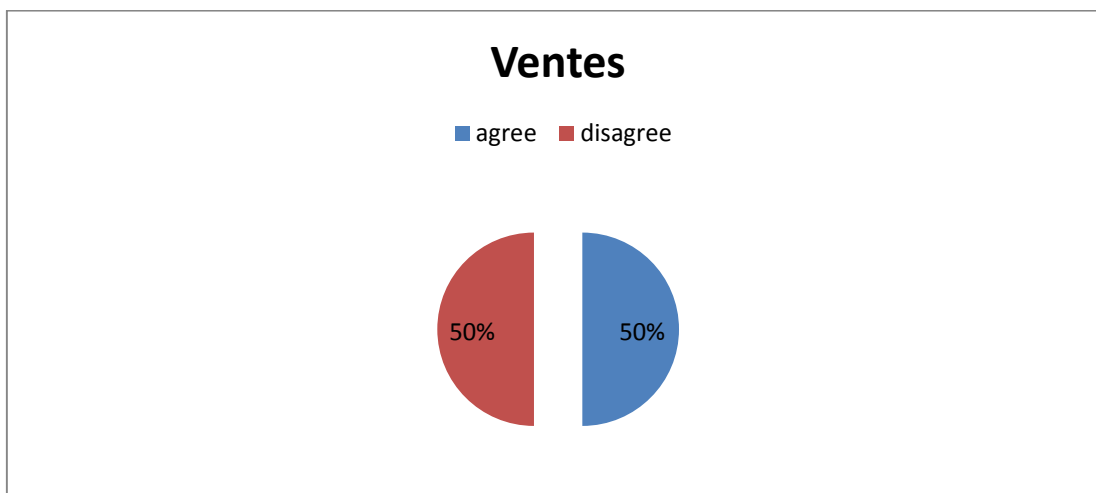


Figure10: Reflection on Special Schools

Through the answers, 50% agree that they prefer to study in private schools rather than regular schools because of the availability of all the necessary conditions for education, but 50% answered that they prefer to study in regular school with ordinary pupils.

Question 05: The school provides all the necessary conditions for studying.

Table 9: Learners' Attitude toward Necessary Conditions in School

Answer	Number of pupils	%
Agree	1	20%
Disagree	5	80%

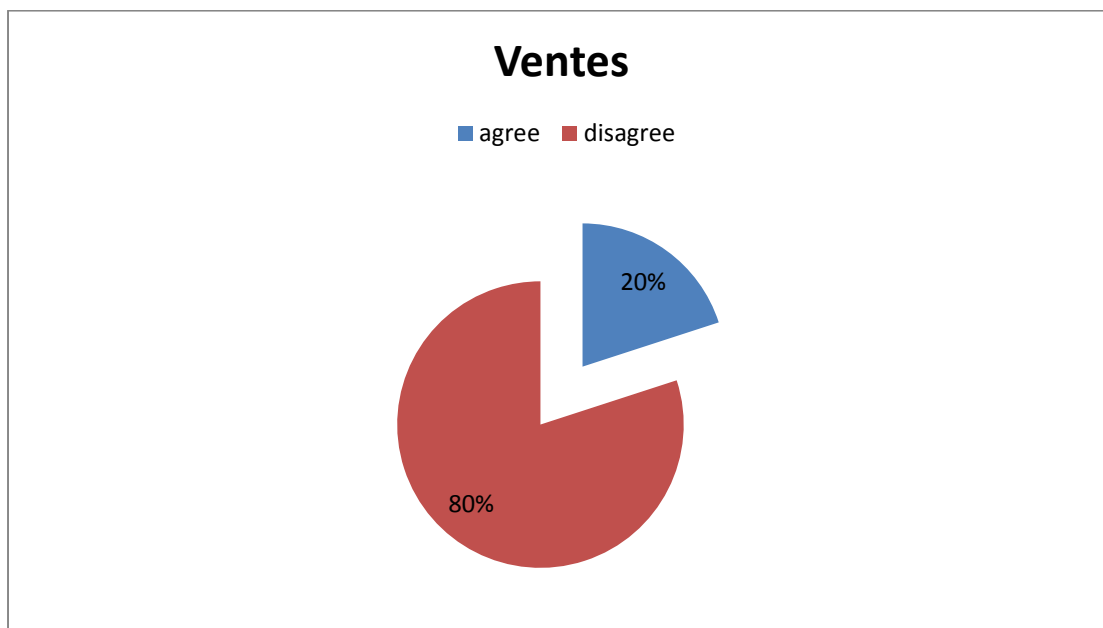


Figure9: Learners' Attitude toward Necessary Conditions in School

The answers obtained from the pupil state that most of them 80% disagree that the school provides them the necessary conditions for studying. They assert that there are many difficulties in counter their learning process. However 20% agree on that.

Question 06: What are the difficulties you face in learning English?

Through this open ended question which aims to know the difficulties faced by the deaf and dumb in learning English. The pupils' answers were that one of the difficulties they face is the lack of possibilities, such as educational equipment like dictionaries or earphone for them. Or sometimes it is difficult to understand the teacher. They like learning English but the sessions are not enough.

Question 07: How is the teacher treating you?

This question focuses on pupils' attitude towards the teacher's treatment of them. Their answers were that the teacher was always working hard to deliver information despite his inexperience and lack of equipment.

Question 08: How does the educational system serve you?

Through the pupils' answers, they confirm that the Algerian educational system serves them through integrated classes with an unused classroom, but there is a significant shortage of equipment.

5.2. Teacher's Interview Results

The interview consisted of 10 questions each question has a specific meaning in what it follows a detailed qualitative analysis and interpretation of questions is carried out:

Question 01: As an experienced teacher, how do you proceed with the inclusion of pupils with special needs in ordinary schools?

The deaf-dumb teachers declared that they proceed with the inclusion of pupils with special needs in ordinary schools by trying to make them feel equal with ordinary children, and give them the space of freedom.

Question 02: How does inclusion affect children with and without special needs?

According to the teachers, the inclusion allows for the real opportunity for people to have meaningful relationship and help children with special needs to participate and integrate in society.

Question03: How do teachers create and maintain successful inclusion classroom?

Regarding this question, the teachers claimed that the creation of successful classroom it is by teachers, they should create a good atmosphere in the class and do not complicate to them information and do their best to know how they can communicate with them and understand their psychological side.

Question 04: What are the challenges that teachers face when teaching children with special educational needs?

Teachers relied on training they do not have any training. Teachers state that they should attend training sessions that qualifies him/her to meet the needs of learners with special needs.

Question 05: Does inclusive education take part in all of our Algerian schools?

Teachers agree that inclusion in the Algerian school it is not available in all of them and there is no awareness in the schools to accept this category of children

Question 06: How can Algerian schools become more inclusive?

The teacher asserted that to become more inclusive, the Algerian schools must provide training for them and provide to the learning tools which facilitate the learning process and increase the awareness to accept and respect them in society.

Question 07: Do you think that the Algerian system offers a special care to the category of learners with special disabilities and needs? Or it does neglect them?

The interviewees mention that the Algerian system offers a special care by giving them the opportunity to learn and integrate in society but it is not enough because they need to create to them program that match with their abilities.

Question 08: Is inclusion of children with disabilities practically possible?

Based on what the teachers provided, inclusion is practically possible but with special care.

Question 09: Should pupils with disabilities be included in education classes or removed to special education?

Teacher's response shows that pupils with disabilities should be included in the same school with ordinary children but in special classes because they need special care.

Question 10: How do you discuss with children of special educational needs?

According to teachers, they prefer to call them children with special educational abilities because they are very smart and they have strong willingness so we must help them by creating to them the good atmosphere and making them feel part of society and they are very important.

5.3. Classroom Observation Results

The first thing that drew attention is that the classroom observed is not concentrated in the primary institution devoted to the hearing impaired (Mabrouk Kouider), but it is a subsection of the mixed school (Douma Mouhamed) with the regular classes, it seems that education differs in one way or another from what we observed in regular schools. The truth is that the number of pupils is few, from 2 to 6 people per class. It also seems that the level of disability of learners varies from one person to another.

The session was from 09:00 to 11:00. At the beginning of the lesson, the teacher introduces the lesson and asks pupils to write the date, unit, sequence. Then begins to explain and discuss its components using sign language; He uses the English language but at some point turns to Arabic for translation. Each pupil was dealt with separately. Making sure everyone got the information. In addition to that, the assistance of a superior pupil is used to assist the teacher in explaining more to the lesson due to her ability to communicate information through sign language.

Through our field visit to this class (2nd year) we noticed the following observations:

Table11: Basic Information about the Observed Session

Elements being Observed	The Observation
Teacher	<p>Explains the lesson using sign language, with writing examples on the board.</p> <p>The use of a pupil to explain the lesson to his colleagues in case the lesson is not understood.</p> <p>Explain the new words in Arabic, if they don't understand the teacher use the sign language.</p>
Pupils	<p>A superior pupil is the one who explains the lesson to his classmates, instead of the teacher by using sign language in case they do not understand.</p> <p>Pupils complain due to the lack of the sessions, wishing to study English daily because they enjoy while learning it.</p> <p>Two girls have a mental retardation in addition of deaf-dumb disability.</p>
Lesson	<p>They have three sessions weekly.</p> <p>As for program, it is the same study program for the regular pupil, the programs prescribed by the Ministry of Education.</p>
Materials	<p>As for the position and structure of the partition, it is similar to the compact sections in terms of the way to sit.</p> <p>Lack of materials earphone, dictioneries.</p> <p>The classes does not designed special for the deaf and dumb pupils.</p>

6. Discussion of the Results

Given the results achieved, the present section is an attempt to summarize and draw the results of the case studies under investigation. The main objective of the case dealt with in integrated class for the deaf and dumb was to get some hints about how teaching is undergone in the classes of education. Actually, the latter aims at how teachers in integrate classes treat deaf and dumb people in addition to the difficulties they face. Therefore, in order to develop a credible research piece, three tools were used for the two research questions mentioned above. Our questionnaire was submitted to deaf-dumb pupils. In general participant age was between 12-13 years old. The group was consists of (01) male and (05) female.

The first question is to find out if there are special plans provided by the school to the deaf –dumb pupils. The answers have shown that all pupils (100%) said no. Although the school provides two integrated classes, but there are many shortcomings that should cover deaf-dumb pupil’s needs, such as the equipment and headphones.

In the second question is about if studying with non-disable pupils have role in enhances the learning of deaf-dumb, the result shows that (100%) agree that studying with non-disabled pupils help them and give them a sense of equality.

The third question aims to find out if the pupils agree with the methodology used by the teacher in their teaching. The majority of pupils and by a percentage of 70% agreed that the method of teaching is appropriate for them, as teachers make every effort to communicate information in the absence of capabilities. As for the percentage of 30% that was not approved by the teaching method, they find it insufficient.

The last question seeks to know the opinion of pupils if they prefer to study in the private school instead of the regular school. The percentage was even as half of the pupils 50% preferred to study in the private school to cover their needs, while the other half 50% preferred to study in the regular teacher with non-disabled pupils.

Question number five was asked to see whether the pupils agree or disagree that their school provides them with all the conditions for study. The result confirms that the school ignores this category in terms of providing what they need, as 80% answered was disagree, however 20% answered with approval.

In order to get more details, we asked pupils three open-ended questions. The first question was to identify the difficulties they had in learning English. The main difficulties are not providing the necessary equipment such as a dictionaries or headphones. Lack of understand sometimes due to the lack of teacher's experience in using sign language.

The second open-ended question was about what pupils think about a teacher's treatment of them during teaching. They answered that the teachers are making all efforts to communicate the information. They treat us very well, as we are all equal.

The third open question was: How does the educational system serve you ?. The pupils answered that the educational system is not appropriate for them in terms of lessons and inadequate classes, and the lack of special departments for them.

Regarding the teacher's interview, the first question was designed to know if the experience of teachers helps them to proceed with the inclusion of pupils with special needs (deaf- dumb) in ordinary schools, both teachers answered that although that their experience it is not enough but they try to give them all what they need. And make them feel equal so this is beneficial for them, and it is great opportunity for them to participate in social life with non-disabled pupils.

The answers to the second question that asks about the effect of inclusion on the children with and without disabilities, they all seem to agree that the inclusion allows their learners build a meaningful relationship with others and help them to integrate in the society so they feel their selves as a part of society by respecting and accepting them between us.

To answer the third question, the teachers agreed that the creation of successful inclusion classroom comes through the good atmosphere in the class without any complication, thus is keys of building a good communication which is the most important process for self development concerning deaf-dumb people.

Concerning fourth question which was about challenges that teacher face when teaching children with special educational need, the answers were varied one said that the major drawback is the lack of training, and the other said that tool of teaching are insufficient. This is one of the negative points that would hinder the academic system of children with disabilities.

As for the point of view, regarding the state of inclusion in the Algerian system the answers was uniform that it not available in all schools and there is no awareness to accept them a category that include in society and has full right, this point considered as the basic and pivotal for the change for better so it is necessary to create a system that improve their position.

Concerning the situation of Algerian schools, teacher responses shows that to become more inclusive the Algerian school must provide training for them and provide the essential tools which facilitate the learning process, and this is a positive point that can help them to achieve their goals.

The answers to the question that asks whether the Algerian system offer a special care with the learners with special needs or neglect them, both of them answered that the Algerian system offer a special care by giving them the opportunity to learn and integrate, but this not enough because they need to create a special program that acquire enough means to help learners while teach them in classes, in other hand our government has no-well trained teachers to serve them properly.

Regarding the results about the question that ask if inclusion of children with disability possible or not, the teacher answered by yes, they agree that integration it is possible and necessary but with special care because deaf-dumb people need to communicate with normal people in the society to enhance their leaning process, linguistic development and academic performance because they face a series of problems while communicating with others who do not understand sign language, so they need to be integrated in order to build a good relationship and make it easier.

Results obtained from the question that asks if people with disabilities should be included in ordinary schools or removed to special education, teachers assert that they should be included in same schools with ordinary children, but in special classes because they need to reintegrate them in the establishment of special programs that should be compatible with the nature of their disability, and fulfils their special needs.

To enrich the results of this study, classroom observation is a common investigative method that deals with how teaching or learning is conducted in the classroom to collect data about learning needs as a direct way to study to assist researcher in their search for information and explain teaching techniques and learning processes. We attended the integrated classroom at Douma Mouhamed middle school in Souguer. The class was moved into a small room with a few tables collected about five in 3 rows with a teacher's desk in front and a white board.

The lesson is my grammar tools. The aim of the course was to empower learners to ask and answer by using imperative. Learners greet their teacher using sign language. After that, the teacher began to provide a review of the previous lesson about prepositions, then she used some simple examples on how to ask a question to show the way or guide you to something using the imperative formula, then she explained it in the sign language, but some pupils did not understand, what led to explaining the sentences using Arabic, the teacher asks one of the

pupils to provide further clarification to her colleagues. After identify the rule, on the second mission, the teacher gives pupils a task, and asked them to complete the dialogue using verbs in imperative.

We noticed that pupils have the ability to write well and in an organized way. What was also observed is the language used during the lecture, as the experience of the professor using the sign language was not sufficient at times. In addition to that the teacher spent a lot of time using the board trying to explain each sentence. What caught our attention in this classroom observation is the motivation of pupils, because they enjoyed working with their teacher and love to learn English.

Conclusion

This study has provided some insight about teaching a second foreign language (English) for the deaf-dumb pupils. It works opted for an exploratory analysis into a set of problems and difficulties that our teachers are encountering while educating persons with special needs, this has been handled as a case study across the context under investigation: special education center built for deaf-dumb persons.

This fact has been one of the motives for conducting a preliminary research, focalizing on the teaching complexity of persons with the techniques used by the teacher while teaching deaf-dumb pupils, and curriculum designed that the teacher use it to pave the way for the deaf-dumb pupils to acquire their knowledge. Indeed, in this case study two issues were proposed by the researchers to explore the reliability and the validity of the educational system for pupils with special needs.

This study was realized throughout three main chapters: The first one that was devoted to explore the world of disability in a general description that has been theoretically supported by several definitions. Then, the second chapter provided a general idea about deaf-dumb situation in Algeria as a hint about how special education is going in Algeria. Therefore, for the sake of checking the truthfulness of aforementioned hypotheses, the research followed a set of methodology and employed certain instruments in the third chapter. It presents the analyses of data obtained, then discussed the finding to valid or reject the research question.

Regarding the results, it was revealed that both the teachers and the deaf-dumb pupils expressed their dissatisfaction of the current situation. They asserted that the educational system serve them to some extent, as some gaps are still existing, among them, the lack of training, materials, and special education knowledge that limited their way of teaching. Additionally, data collected from the learner's questionnaire showed that most of them agree

that the school provide integrate classes, but it does not include any specific plan to cover their needs. Consequently, the two research hypotheses have been validated.

Recommendations regarding this study can be summarized into the following points:

- ✓ To provide sources and to train the teachers of the deaf.
- ✓ To reconsider the current curriculum and to change in order to meet the deaf-dumb.
- ✓ Teachers and the government need to collaborate and to discuss the issue that seems to be encountered in the special educational system.
- ✓ There must be an exchange between the different deaf-dumb schools that exist all around the Algerian country to get benefits and to share strategies used to teach the individual pupils (e.g. conference, TV and Radio programs)

The field of special education and integration is very broad; therefore, researchers have to shed light and conduct other studies on this category and to provide useful simplifications for both teachers and learners. Future studies may focus on the learner-centered person and examine their own learning process

Teacher's Lesson Plan

Sequence of, Me and my shopping
Lesson: My Grammar Tools
Learning objective: By the end of the lesson my learner will be able to ask and answer about amenities by using imperative

Stages	Procedure	Comp	obj	Time
Stage one; present	<ul style="list-style-type: none"> The learners greet the teacher / The teacher responds warmly. The teacher makes a quick review of prepositions (next to, on the left of - on the right of - opposite of - near -) - examples: 	T/L	To refresh their vocabulary and pave the way.	5'
Stage Two;	<ul style="list-style-type: none"> Me: Excuse me! Show me the way to the library? My partner: Yes, go ahead and take the second turning on the left. It's opposite to the bakery. The teacher highlights the rules of asking / showing the way and using imperative. Grammar Tools 8 p 58. 		get focus on the example	15'
practice	<ul style="list-style-type: none"> Task, I complete the following dialogue using the following words: far, take, get to, third, go, right, opposite. Sandra: Excuse me. How do I get to the bank, please? Policeman: It is not very far from here, first go along the Blue Street, don't turn, just walk straight, take the third turning on the right, it is opposite to the train station 	T	To complete a dialogue	10'
		L/L		15'

Appendix 02: Teachers' Interview

Our research concern is with the intervention and inclusion children with special educational needs in ordinary mainstream schools with no-disable peers. The purpose is to gather information depends on your experience, thank you very much for your participation.

Date/time: 09:00-10:00 H.

Location: Douma Mouhamed.

Level: Second year.

Questions

Q1: As an experienced teacher, how do you proceed with the inclusion of pupils with special needs in ordinary schools?

Q2: How do inclusion effect children with and without special needs?

Q3: How do teachers create and maintain successful inclusion classroom?

Q4: What are the challenges that teachers face when teaching children with special educational needs?

Q5: How inclusive is Algerian school systems?

Q6: How can Algerian Schools become more inclusive?

Q7: Do you think that the Algerian system offer a special care with the category of learners with special disabilities and needs? Or it does neglect them?

Q8: Is inclusion of children with disabilities practically possible?

Q9: Should pupils with disabilities be included in education classes or removed to special education?

Q10: How to discuss children with special educational needs?

❖ Thank you very much for your participation

Appendix 03: Pupil's questionnaire

The purpose of this study is to determine the opinion toward inclusion movement and gather information through your current situation, we appreciate your participation. It's a pleasure to be part of this research. Thank you.

❖ Please, put a tick in the suitable box:

1. Gender: Mal Female

2. What is your level?




1st year 2nd year 3rd year 4th year

3. Does your school have a specific plan for you?




Yes No

❖ Please mark your response to each item using the following scale:

4. Studying with non-disable enhance your learning.

Agree Uncertain Disagree
  

5. The method the teacher uses in teaching suits you.

Agree Uncertain Disagree
  

6. Do you prefer to study in special schools?

Agree Uncertain Disagree



7. The school provides all the necessary conditions for studying.

Agree

Uncertain

Disagree



❖ Please, answer the following questions:

8. What are the difficulties you face in learning English?

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

9. How is the teacher treating you?

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

10. How does the educational system serve you?

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

❖ Thank you very much for your participation

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Summary

This study aims to investigate the current situation of special education to the deaf-dumb children in Tiaret- Algeria, a case study of the school of Hearing-Impaired in Souguer. This research uses interviews with deaf-dumb teachers and the individuals. In addition to classroom observation as a methodology to collect data, analyse it, and to find results. The case study revealed divers number of results. These results reflect some challenges and barriers encounter by the teachers and their disabled pupils as well. Hence some suggested recommendations on the findings are given as solutions to change the current situation and to improve the special education system used for the disabled and enhance their learning process in the future as far as possible.

Keywords: Deaf and Dump learners, inclusive education, special needs, challenges, Algerian system

Résumé:

Cette étude vise à enquêter sur la situation actuelle de l'éducation spéciale aux enfants sourds-muets à Tiaret-Algérie une étude de cas de école de l'audition-emparée a Souguer. Cette recherche utilise questionnaire avec des enseignants sourds-muets et des individus, en plus de l'observation en classe. L'étude de cas a révélé un nombre varié de résultats, ces résultats reflètent certains défis et obstacles rencontrés par les enseignants et leurs élèves handicapés et améliorer le system d'éducation spéciale utilisé pour les personnes handicapées et améliorer leur processus d'apprentissage à l'avenir dans la mesure du possible.

Mots-clés : Apprenants sourds et muets, éducation inclusive, besoins spéciaux, défis, système Algérien

الملخص:

تهدف هذه الدراسة الى التعرف على الوضع الحالي للتربية الخاصة للأطفال الصم والبكم في تيارت-الجزائر. دراسة الحالة لمدرسة الصم والبكم في سوقر. استخدم هذا البحث مقابلات مع المعلمين والتلاميذ الصم والبكم بالإضافة الى الملاحظة الصفية كمنهجية لجمع البيانات وتحليلها وايجاد النتائج. كشفت دراسة الحالة عن عدد متنوع من النتائج وتعكس هذه النتائج بعض التحديات والعقبات التي يواجهها المعلمون والتلاميذ ذوي الاحتياجات الخاصة ايضا. من هنا بعض التوصيات المقترحة حول النتائج هي تعطى كحلول لتغيير الوضع الحالي وتحسين نظام التعليم الخاص المستخدم لذوي الاحتياجات الخاصة وتعزيز عملية تعلمهم في المستقبل الى اقصى حد ممكن.

الكلمات المفتاحية: المتعلمين الصم والبكم، التعليم الجامع، الاحتياجات الخاصة، التحديات، النظام الجزائري