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**Inclusive Education for Students with
Visual Impairments in Literature Class**
Case Study of Master II Students at the Department of
English Language - University of Laghouat

A Dissertation Submitted in Partial Fulfillment of the Requirements of the Master Degree in
Literature and Civilization

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Dedication

We would like to extend our sincere thanks, appreciation, and gratitude to our family who supported us and stood by our side in the period of preparing for the graduation dissertation, and provided us with moral and material support that we were in need of.

We also extend our sincere thanks to our friends, classmates, and teachers who gave us the best help and support in our university study career and who advised us when we needed them.

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Abstract

Abstract:

The current dissertation aims at investigating the opinions and the viewpoints related to the inclusion of students with visual impairment within literature classes, at University of Laghouat. Teachers and students welcome this method which will put an end to the suffering of students with special needs. To achieve the purpose of the study, we hypothesize that literature class may help visually impaired students in succeeding at the process of inclusion with their non-disabled peers. Based on a qualitative descriptive approach, we distribute a questionnaire for the aim of collecting data for the study; the sample randomly chosen were 10 students at the level of Master Two of English. Also, we conduct a semi-structured interview with teachers of literature in the Department of English language at the same university to know about their perceptions of inclusion in literature class. The results demonstrate positive reactions and satisfaction of students on inclusion of students with visual disability. The main findings also reveal that EFL Students welcome the inclusion and ready to help and cooperate with disabled students by sharing information, creating group works and assist them in any clarifications they need get benefited from the skills of each other's during literature classes. Therefore, we recommend both teachers and students to respect inclusion rules and take into account the disabled students' psychology and needs to facilitate their integration in literature classes.

List of Abbreviations

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ICT: Information and Communication Technologies

IEP: Individualized Education Program

IYDP: International Year of Disabled People

OECD: Organisation for Economic Cooperation Development

UDL: Universal Design of Learning

VI: Visual Impairment

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General Introduction

General Introduction :

Background of the Study:

Education as a right for all students has been enshrined in international educational instruments since 1948 universal declaration of human rights. However, the situation in schools nowadays is not alike, the disabled students are being excluded for their disabilities. Many universities throughout the world had experiences on this field and succeeded in finding solutions for to this dilemma.

The objective of this study is to find an effective ways for visually impaired students to be included within normal literature classes, with the ability of acting like normal students and to pass through all learning steps by themselves. This study includes viewpoints and opinions of those students, their teachers, and the people surrounding, with the suggestions on how the learning process can be easy for the students.

The Review of Literature:

Christopher McMaster (2012) made a study in New Zealand on the way of increasing the number of disabled students included in literature classes from 50% to 80% within 2 years; McMaster claims that at the end of this study New Zealand schools are able to provide and develop more inclusive education and cultures. The best ways that have been founded in the research are: self-reflection, planning, acting on those reflection; then reflecting on the outcomes realised. This continuous process is what made the inclusive change strong, valid, and sustainable.

On the last declaration of world education forum in South Korea in 2015 for the organization of inclusion and equity in education, Lamichhane state that in most of the developing countries, simply placing students with disabilities into mainstream classes with their peers without disabilities constitutes its implementation; with using the context of mixed methods and approaches which include the dataset and focus group interviews. Thus, this

General Introduction :

leads to discuss the education of students with visual impairments in inclusive education. Since 1964, students with visual impairments have been studying together with their peer without disabilities in an integrated education.

Boutebal and Yahi (2018) shed light on disabled students in Algeria and support the idea of inclusive education with insistence on the Algerian experience. The experiment they did on primary and middle school proved that the number of disabled students included in education in private schools has been increased from 23 to 414 students among the years of (2000- 2016). The number of succeeded students of visual impairments is 91 from 93 students in the fourth year of middle school. However, the number of integrated students increased from 158 students in 2000 to 3246 students in 2016. The number of succeeded students of visual impairments in normal schools is 78 from 91 students.

Moreover, students with visual impairments remain in this resource classes until they gain such necessary skills as the use of Braille (Braille is a tactile writing system used by people who are visually impaired). For adjustment of teachers teaching those students in inclusive education, some teachers are making adjustments such as placing blind students in the front bench, also placing them with other academically sound students without disabilities while other were round to do more on pedagogical adjustment such as more interaction and telling verbally while writing on the backboard. As the state in the article 24 of the convention, it should act upon providing quality education with arrangement of adequate materials and support provision.

In addition, difficulty of many of these areas may pose in the classroom; hence, summarising educational description for visual impairment may include the total blind, functionality blind, low vision learners, visual efficiency. Inclusive education comes as rescue mission in the actualisation of education and psycho-social services for students with visual impairments. For the visual impairment, the researchers deduce that teachers should observe

General Introduction :

and master the use of assistive technology, the teacher should use appropriate tactile diagrams or models (instructional materials) while teaching in order to concretise concepts being taught.

Rationale:

The inclusion of students with disabilities in a normal classroom is a problem that faces both teachers and students, especially with the very low number of the students accepted at universities which lead the disabled students' failure in higher education. The sufferance of these students is not a result of today or the day before, but since long time ago because of their disabilities. This research attempted to increase the number of the accepted members in the classroom and later in a society and find out solutions for the disabled students to become good students and active members in the society .

Statement of Problem:

Teaching students with disabilities in literature classes is a problem facing teachers and schools because of the sensitivity of the topic and the situation of those students in society which ignores them. The United Nations declares their right in inclusive education to find a place among people and to live a decent life as others do. The problem faces students with visual disability is the acceptance and inclusion within classroom mainstream, some of the students refuse to be a part of inclusive classroom because they see disabled students inferior than them, others see that they must be included because it is their right to study. The question raised on the research is about the providence of inclusive education in Algerian universities.

Aim of the Study:

This research intends to encourage teachers and learners to accept inclusive education for disabled students and convince them with its benefits for both normal students

General Introduction :

and disabled students, giving the importance to the teachers' behaviour and personality to manage the inclusive classroom with what suits them as teachers and their students as learners.

Research Questions:

This research puts a series of questions in order to fulfil the objective behind it, the questions are as follow:

- √ What impact does inclusive education have on EFL Students ? What is its purpose ?
- √ How does literature classes help visually disabled students in their learning process ?
- √ To what extent does inclusive education in University culminate with success in integrating the students with visual disability later in the society they live in?

Research Methodology and Tools:

This research has adopted a qualitative approach with an exploratory descriptive method to investigate about the ability of Algerian universities on including students with visual impairment in classroom setting, especially literature classes. The tools used in this study are a questionnaire distributed to the students to discover their opinions and experiences, also their suggestions about facilitating the educational process for them, In addition to the interview with teachers about inclusion in literature instruction.

Structure of Dissertation:

This research is composed of three chapters discussed the inclusive education of the students with visual impairments within literature classes. The first and second chapter are theoretical while the third chapter is practical. The first chapter discusses the necessity of inclusive education in the world to stop marginalisation and exclusion of disabled students. The second chapter presents the importance of teaching literature as one of the important fields in university curriculum. The third chapter deals with discussion and data analysis of

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the questionnaire and interview to know both students'and teachers' perceptions of inclusion, and finally the general conclusion.

Chapter One :
Inclusive Education for
Students with Visual
Impairments

Outline:

Chapter One : Inclusive Education for Students with Visual Impairments

Introduction

1.1. The Meaning of Inclusive Education

1.2. The Benefits of Inclusive Education

1.3. The Strategies of Inclusive Education

1.3.1. The Use of Universal Design Principles to Create Accessible

Classrooms

1.3.2 . The Use of Variety of Instructional Formats:

1.3.3. Knowing the Individualised Education Plan (IEP) of Students

1.3.4. Develop a Behavioural Management Plan:

1.4. Inclusive Education Systems

1.5. Inclusive Education for Students with Visual Impairments

1.5.1 Reading, Lectures, and Written Work

Conclusion

Introduction:

Inclusion of students with disabilities in the classroom setting with their peers without disabilities has been a case of study long time ago. The disabled students were ignored from the economic, social, cultural and political life of societies because of their disability which is not by their choice. In this case, the United Nations declare about the right of these students to be included in all aspects of life especially education. Education was the appropriate solution to facilitate life for the disabled students and to be treated as members of the society they live in, also to create for them a promising future in addition the their peers without disabilities. Inclusive education gives the opportunity to students with disabilities to show their abilities and intelligence inside the classroom and to learn from their classmates; also, it gives teachers chance to be more experienced and farsighted regarding the dealing with the students.

1.1.The Meaning of Inclusive Education:

Inclusive education means the inclusion of all students into classroom setting with having the right to education for both normal and disabled students. In this case, the school must put the necessary program that suits all needs of students. It is estimate that there are 93 million students with disabilities around the world, younger students with disabilities are marginalized and often not given the chance to be contributed as members of society. Those students are less likely to go to school, and later they are more likely to experience poverty.

According to the UNESCO, inclusive education is seen as the process of addressing and responding to the severity of needs of all learners through increasing participation in learning cultures and communities. The aim is that the full education system will easy study environment where teachers and learners embrace and receive the challenge and interest its

Chapter One: Inclusive Education for Students with Visual Impairments

variety. Within an inclusive education approach, learning environments are where individual needs are met and every student has an opportunity to pass.

Inclusive education is an approach to schooling in which students with many various types of disabilities and learning needs are educated in classes with non-disabled and typical evolving students. In an inclusive order, students who needs more supports and services expend most of their time with their non-disabled peers rather than in detach classroom of school. This is put up with by debate of the defy of the meaning of inclusive classroom, along with various planning that can assist teachers address these challenges through the creation of a "culture of inclusion ". (Kirschner, 2015)

The inclusive education gives those students the opportunity to attend schools with their peers in a supportive environment with resources and trained teachers. At its standing, 51% of boys and 42% for girls with disabilities engaged compared to 61% for boys and 51% for girls without disabilities. The view of students is very important to change, often they are considered unable to study even with aid, and they are kept out of study. The idea that a person with disability is “useless” has been imbibed within the fabric of human society; of course, the concept of accepting disabled persons within the society and treating them as normal ones is considered as “absurd”.

Inclusive education nowadays has two fundamental concerns which they are: the pursuit of teaching students with visually impaired students effectively with normal students, and the intensive effort to offer equal opportunities for all learners. The most important principle of inclusive school is that all students must be educated together, wherever possible and with no regard of the difficulties or differences they may face. Inclusive schools must realize and respond to the several needs of their students, accommodating both different style and average of learning and ensuring quality education to all through suitable curricula,

Chapter One: Inclusive Education for Students with Visual Impairments

organisational arrangements, teaching strategies, resource use and partnership with their community.

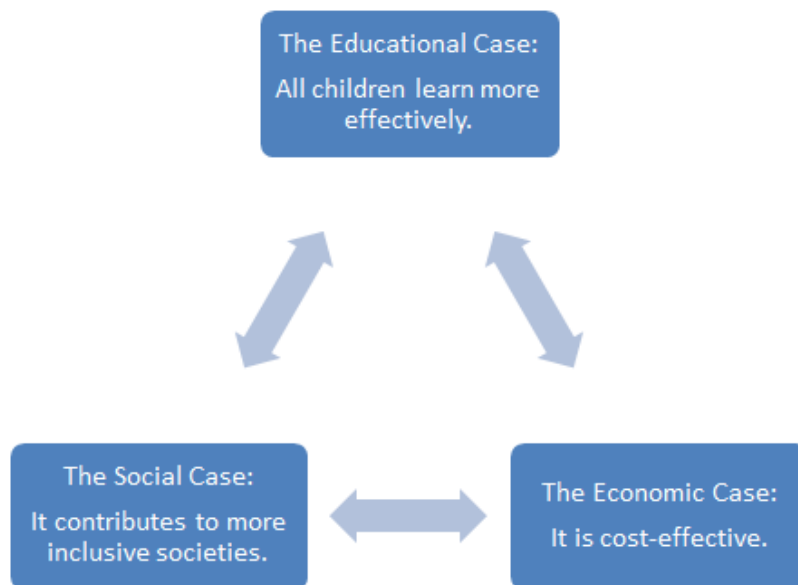


Figure 1: The Three Cases of Inclusive Education. (UNESCO, 2008)

1.2. The Benefits of Inclusive Education:

Inclusive education makes both students with disabilities and students without disabilities learn more, communicate with each other, and teach them group work. Studies have been done over the past find that disabled students can have higher achievements and improved skills through the inclusive education, and shows the increased numbers of disabled students that joined classroom. In addition, academic gains such as reading and writing, math and social studies are included in the program. It also helps in better communication skills, improving social skills, and to build more friendship relations. Besides, the students without disabilities show more efforts and positive attitudes in these same areas of classroom especially if the disabled students are competent enough.

Proof displays that the goodness of teaching has one of the largest effects of students learning. Structure through pre-service and in-service practice is central to making

Chapter One: Inclusive Education for Students with Visual Impairments

educational meeting more inclusive (Mag & al, 2017). The main points of inclusive education are: children with disabilities are included, interference group, intervention instruments, effective learning strategies, individualised learning cooperative learning, partnership with family and local community, and first and continued growth of teachers.

The aim that evolve the disabled students' self-efficiency at the same time as what is could be and how it could be raised a kind of all. The teachers notify increased self-confidence and academic prosperity in learning process, they all witness that disabled students become educationists. As a part of sample of good practice use in their own future teaching practice in a good way, researchers would have such module at every grad of educational studies which the student understand postgraduate agenda inclusivity that is a part of a trainee of the teacher.

Students need to be listened to, evaluated, and their rights should be esteemed. No matter what economic affair affects adult' s life, students need to be honourable by parents, but this respect is formed by their position as students and their teachers' own experiences of teaching and evaluation. Certain attitudes and practices affect many students in ways that are not helpful and which can damage them. The language and the work of power and planning grasp adults in making and overseeing student's lives through the ways in which subject, thinking, and practice about education is reconstructing education and students in new ways.

It is fact that every educational method in the world needs to improve and work towards the better outcome for all; also respect students' educational needs and improve authorized curricula and pedagogy. Researchers have the opportunity to recover the important universal value for safety and interest, they must reach out with the empathy to listen to disabled students and fight for their right to education. The research has a significant effect in the teacher's motivation to practise inclusive education. researcher need to increase attention

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to the professional development as a factor that can contribute to a healthy society and to a better life for students.

To become an inclusive school is not easy, it needs time and appropriate equipments in order to suit the needs of disabled students included in the school; this inclusion can strengthen the school community and benefit all children. The process of inclusion must incorporate fundamental changes in the way a school community supports and addresses the individual needs of each child. As such, the effective models of inclusive education benefit both normal and disabled students and give them the opportunity to flourish their capabilities.

The most important principle of inclusive education is that each learner is unique, and inclusive schools should give great importance to creating chances for students to learn and be assessed and evaluated. Therefore, teachers in inclusive schools must consider the different learning modalities of students in designing instruction which are: visual, auditory, kinaesthetic. The implementation of consistent behavioural supports throughout the learning environment is another important factor in effective inclusive education. This consistency is necessary for the success of students with emotional or behavioural disabilities in the general education environment.

1.3. The Strategies of Inclusive Education:

A rigorous review of literature found that most of teachers are neutral or have negative attitudes about inclusive education due to the lack of experience. Much of these negative attitudes are a result of the lack of knowledge, competence, or confidence on how to teach students with disabilities. However, teachers with more experiences in this field are significantly more positive about it. Evidence supports that to be effective and active about inclusive education, one must understand the best practices in teaching and adapting

Chapter One: Inclusive Education for Students with Visual Impairments

instructions for students with disabilities. They must use a variety of instructional formats, to ensure the access to academic curricular content, and apply universal design for learning.

There are some effective strategies used by teachers and professionals in the field of inclusive education:

1.3.1. The Use of Universal Design Principles to Create Accessible

Classrooms:

Universal design of learning (UDL) is a group of principles which come from the desire of giving students with disabilities chance in equal learning with normal students within classroom mainstream (Lathan, 2001). The basis of UDL is that each and every learner is unique and has its own style of learning. UDL is composed of three networks connected with brain which are responsible for how a person receives leaning: the recognition network, the strategic network, and the affective network. These three brain networks are the form and the basis of the UDL three main principles: Representation that expresses the what of learning, Action and Expression that represents the how of learning, and Engagement which means the why of learning.

1.3.2 .The Use of Variety of Instructional Formats:

Some students are visual learners, others may learn better when the information is written or spoken; whereas others are kinaesthetic, and other students do best with combination of all these types (Lathan, 2001). These different teaching methods may encourage visually impaired students' needs and provide diversity of instructional methods to the whole classroom; with permitting all students to show their best abilities. It is important for students with disabilities that teachers use different mediums in presenting the information and engage them in inclusive education.

Some students find that their best actions come through writing, while others prefer to provide an oral presentation. Each student is different and must have the opportunity to

express their knowledge through the methods that work best for them. Besides, teachers are asked to use a diversity of materials and mediums to engage students (Lathan, 2001). For example, theatre, art, video, and computer software. Through the use of varied teaching methods and mediums, teachers will succeed in increasing the engagement of their class learners, not just the students who respond to a particular style of learning.

1.3.3. Knowing the Individualized Education Plan (IEP) of Students:

It is important, for the sake of creating an equitable learning environment .for all students, that teachers are fameliarised with the students' individualized education plan (IEP). When they have a student with an IEP, they are legally asked to make essential accomodations in the program. The teachers can work with specialists to better comprehend the specific needs of students. IEP is designed to ensure the learning of disabled students in regular classroom environment. The differences marked on students with IEP that they need additional educational services outside the classroom which are provided and monitored by an additional support staff (Lathan, 2001).

1.3.4. Develop a Behavioural Management Plan:

Developing a behavioural management plan may assist the teachers in preparing for the inevitable moment a students exhibit disruptive behaviours; with the understanding that some behaviours are less consequence than others such as talking out of turn vs. being defiant or aggressive (Lathan, 2001). The behavioural plan should be shared with parents and students; thus, everyone is aware of the expectations and consequences may be appear. A great deal of positive reinforcement and clear understanding of the expectations are typically involved in the most effective behavioural plans. In addition, there are multiple different types of behavioural management plans teachers can use them according to the needs of their classroom students including a whole group plan, a small group plan, an individual plan, or an individual plan designed for particularly challenging students both disabled and non-disabled.

1.4. Inclusive Education Systems:

Inclusive education involves the transforming of the whole education system- legislation and policy, in addition to systems for financing, administration design, delivery, monitoring of education, and the way schools are organised. According to Mel Ainscow and Susie Miles (2009) inclusive education has four systems attempts to develop a definition which can be used as a guide for inclusion's policy. Those systems are unique in their details because of the need for taking the account of the local circumstances, cultures and history.

The first system in inclusive education is "inclusion is a process" that means inclusion has to be seen as non-ending search to be discovered in better ways and to find solutions for the students with disabilities to respond to the diversity (Ainscow, & Miles, 2009). It is about the learning of how student must live with his disability, and how to learn from it. Related to each other, these disability is seen as positive for the stimulus for fostering learning, among children, youngers, and adults. Second, inclusion is related to the identification and removal of barriers and obstacles that face disabled students. As a consequence, it includes collecting, collating, and evaluating information from a huge variety of sources in order to plan for improvements for policy and practice. It is all about using evidence of various kinds to stimulate creativity and problem-solving.

Moreover, the third system is that inclusion is dealing with presence, participation, and achievement of all students. First, "Presence" is related to where students are educated, and how reliably and they attend. Second, "Participation" is related to the quality of the students' experiences while they are in the classroom and, therefore, must incorporate the views of the learners. Third, achievement here is concerned with the outcomes of learning across curriculum, not merely test or examination results. Furthermore, the fourth system represents the involvement of particular emphasis of inclusion on the groups of students who are may be at risk of marginalisation, exclusion, or underachievement (Ainscow, & Miles,

2009). This indicates the moral responsibility to ensure that those groups are monitored in a careful way; and that, where necessary, steps are being taken to ensure the disabled students' presence, participation, and achievement within the educational system.

1.5. Inclusive Education for Students with Visual Impairments:

According to International Classification of Diseases, visual function has four levels which are: normal vision, moderate visual impairment, severe visual impairment, and blindness. Moderate visual impairment is classified as "low vision" combined to severe visual impairment. World Health Organisation estimated that there were 285 million visually impaired person, 39 million of the number were blind. It also estimated that 19 million children were visually impaired which 12 million of them were impaired due to refractive errors.

Visual impairment (VI) is a condition of reduced visual performance that cannot be remedied by refractive correction, surgery, and medical methods. As a consequence, it lowers the students' perform during the activities within classroom; also it decreased the ability to perform daily life activities, such as reading and writing. Furthermore, these students are sometimes capable to enhance their abilities to accomplish visual tasks with the use of compensatory low vision aids and/ or environmental adjustments.

Students with visual impairments around the world are facing a lot of problems and obstacles concerning their education at any level. They need support from their families, friends, and people surround them to break the barriers and find their places in school and society, the type of support needed for those students is related to the degree and nature of the impairment. The student himself/ herself is the best guide in his/ her situation, some them may not find any difference from normal students; others may use a cane or a guide dog. Visually impaired students must have good organisational skills to manage their work in

school effectively as normal students do. Also, learn how to reduce time during the work. The learning process of students with visual impairment may be affected by the following:

1.5.1. Reading, Lectures, and Written Work:

There are a variety of ways for students with visual impairment that can be helpful for them to access information, such as: Braille, audio, or enlarged print. Braille readers cannot skim and it takes longer time for reading a text more than the other students. Students with some vision are large-print readers and sometimes they need special computer or software to help them which is rarely used. Whereas, materials with electronic format are widely preferred and used by the students who are totally blind. It may take longer for students to write down notes from the lectures or the teacher's explanation, also they may not be able to see PowerPoint slides or board work.

Besides, because of the extra time needed for the visually impaired students for reading there will be delaying in starting writing. In this case, there are some solutions for those students: TV and DVD videos and note-takers. TV and DVD videos are generally less problematic than they appear; yet, students must be told when these staffs are to be used because some students are sensitive for the light and the screen glare of those staffs. Also, some students prefer to use note-taker while others prefer to take their notes on a small computer or tablet, and they sometimes ask for recording the lectures because it is more useful for them to listen again and again to the explanation of the teacher.

Conclusion:

In conclusion, this chapter negotiates the origins of inclusive education and how it started, and giving opportunities to students with disabilities to learn with their peers without disabilities in the same classroom. It deals with the different notions and aspects of inclusive education. In addition, it sheds the light on the students with visual impairment with their long sufferance to have the right to be included within classroom mainstream. Also, it represents the intensive efforts that is been made for the inclusion of the students with disabilities.

Chapter Two :
Teaching Literature for
Disabled Students

Outline:

Chapter Two : Teaching Literature for Disabled Students

Introduction

2.1. Teaching Literature and Inclusive Education

2.2. - The Role of Literature Class

2.3. The Role of Teacher in the Classroom

2.4. Classroom practice and teacher factors

2.5. Factors within the Curriculum Context

2.6. Effective Teaching Literature Practices

2.7. Context of Effective Teaching

2.8. Establishment of an Inclusive Pedagogical Concept

2.9. Results in Inclusive Literature:

2.9.1. Human Rights and Social Justice

2.9.2. Inclusive Outcome:

Conclusion

Introduction :

Literature is not a new field for educators or students to deal with, it has been taught centuries ago in schools and universities. Literature is one of the fields that taught to students with disabilities by schools which provide inclusive education with mentioning the surrounding conditions that should be taken into consideration to help them in their special situation during their learning. The chapter introduces how schools are teaching literature for disabled students and how they are trying to remove any barrier or obstacle may face them during their learning process. Therefore, it clarifies that teachers who teach those students must be expert and more accessible into the inclusion. Also, the curriculum proposed by the schools should meet all the needs of the disabled students.

2.1. Teaching Literature and Inclusive Education:

Inclusive education is an expression now found in international, European Union, and national policy documents which demand the similar learning opportunity can be as long as in mainstream schools that are ready to conform all students in any case of individual characteristics (Symeonidou, 2017). This literature survey identified that the inheritance of special education and the area of differences of countries are the primer defy to be look when rethinking premier teachers education for inclusion.

Moreover, this demo reveals that a significant number of studies focus on the impact of different approaches (single-unit approaches, content infused approaches, approaches including school placement/experience) to students and teachers. This contain the meaning of education for the sake of inclusion (Symeonidou, 2017). This process develop moral obligation to inclusion, the species of partnerships between schools and universities, the academic relationships, teachers and students, and the process of rebuilding the local context initial to the teacher, educational system, curricula, and teaching.

2.2. The Role of Literature Class:

Literature classes, as Mainland (2013) states, help students detecting their voice; in this way, gaining students talk in another language and supporting them express themselves have a lot in mutual. Literature can be tool rather than a final in teaching English as a second or foreign language (Murat, 2005). The main causes why literature should be applied in ESL and EFL classroom are : cultural and language enrichments, in addition to personal participation. Literature can be avail as a source of attachment between students and language. The worth of literature basically comes its ability to evolve learners' sociolinguistic knowledge of the target language and extend them with a wide domain of varieties. As a consequence, students often find a hardness in comprehension absorbing the composition of a foreign language (Murat, 2005). On the other hand, if both language and literature are combined to be taught together, they may enhance the level of understanding of other subjects.

2.3. The Role of Teacher in the Classroom:

A teacher have an important role in managing his classroom and creating the appropriate handling method with learners. First of all, teacher must have an interaction with his learners' families to monitor their levels in education. Besides, he should be able to solve any problem faces him or faces the students during the learning process in the classroom. Teacher should also develop new learning strategies to suit the needs of all his learners both normal and disabled. Moreover, a teacher is asked to help his students and look after their special needs. Finally, he is asked to recognize and discover their hidden talents which will help them in their learning process (Anam, 2018).

2.4. Classroom Practice and Teacher Factors:

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The classroom is the key to planning and implementing an effective educational program, shares information collected during the information gathering stage, it is conscious of parents' expectations of their children. It is the knowledge of needs of students with visual impairment, instructional methods, and material allowing time for preparation of adapted sources; besides the development for assessing and communicating with students' progress, and maintaining the best communication with students, parents and other teachers. Teaching pupils with disabilities in the mainstream classroom is fixed interest deviation from the regular programme. Teachers are being facing with the question of how to educate these pupils. Pupil with disabilities may demand more instruction time or other learning methods and professional knowledge.

Generally, this can be finished in two ways: by an increase in the resources (more time allocated) or by re-arranging available resources (different uses of available time). Increasing available time through the use of educational assistants or reinforce teacher's professional knowledge (consultation teams) are way of increasing the emergency resources for inclusive Education, but teachers may also need to re-arrange resources particularly reading to the pupil in the classroom. The teacher can encourage above-average pupil to work more, and to work ICT tools and to help each other, for pupil with disabilities.

2.5. Factors within the Curriculum Context:

Factors within the context of the curriculum are essential for helping students in the learning process. Teachers should make learning creative by trying different methods and must not let students feel bored in the classroom, also they must be able to prepare a well-organized class where the interaction between literature and language composition utilizes the best language learning methods for the students. According to Eriksson's overall, the goal was to describe inclusive education for students with learning disabilities in eleven classes. As

only two of the regulation looked at ancient students, the focus here will be on these two examples. In one of the classes there were always two teachers in the classroom, where four students with learning disabilities are welcomed in their education together with 18 other students; although, these four pupils were sometimes prepared in small group.

A particular order with small group room close to ordinary classroom was made. The current was arranged to suit these students with theoretical subjects in the morning and subject of a more practical kind in the afternoon. The class used teacher for some lessons to make small groups. In Jakobsson's study (2002) one factor in the context of education of the importance for students with syndrome diagnosis that causes physical disability was the physical environment. For all the students with disabilities, the atmosphere in the school was important. For example, the students' participation in group and planning for activities seemed to be important for students, as well as the ability of the school worked and communicated with the teacher's behaviour and relationship between him and his students whether they were individuals or groups.

2.6. Effective Teaching Literature Practices:

Teaching students with disabilities in literary inclusive classroom may be considered as defy for teachers habitual to teaching in the regular Classroom; hence, teachers of literature should demand the basic features of effective teaching. To be felicitous teacher in inclusive classroom is not plain as the teacher is dealing with different capabilities. Most of functional teacher evidence came from the study which includes the classroom straight exercising several different techniques (Westwood, 1995). Westwood (1995) in his review of literature on the effective teachers, he found that the effective teacher should be a perfect classroom executive , focusing in academic skills, with a good anticipation, enthusiast, employing

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effective strategies in relevance with literature courses to keep students duty and using several of teaching and resources style and material concept.

Also, the effective teacher of literature utilizes easily the presentation of materials which is direct in teaching, and outlines instruction clearly. Over and over, what students are doing taking into computation diversity between the students and the re-teaching when necessarily, it gives recurrent feedback for all students check for comprehension by using probing questions (Westwood, 1995). Stannovich and Jordan (1995) indicate that effective teacher of literature who is capable to use the classroom for the students' behaviour in his class. Also, he can increase the ability to use body language. Over and above, teachers are able to work the instruction time for the students and themselves and have a good expectation for the lecture and insuring students understanding by using questions and minority students' progress frequently (Stannovich, and Jordan, 1998).

Teachers' behaviour also have an important relation to students accomplishment, Englert (1983) on his study of teacher effectiveness found that effective teacher had a high level of presentation and a corrected students reply in a short time. Also, following the students' false answer and informing the students of the true response by giving the appropriate feedback. Shannoski and Hranitz (1992) also indicate that effective teachers are real in their work, with taking care for students cooperatively with parents. Effective teachers are concerned to share the most committees in the school and in the community nearly the school.

Eligible to know that the students are poor and supporting the individual differences, teachers must raise their self-confidence, encourage students to be helpful about their ability, and be able to raise students motivation imply. Various teaching strategies have good communication dexterity, love their students and have knowledge about their subject and

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subject issue. Hattie (2002) claimed that the proficient teacher of literature have a sophisticated representation about what they teach, and they are able to solve problems without effecting students personality and take a time to grasp the problems, also further can make a decision in hard times.

To identify the substantial decision, expert teacher can prepare optimal classroom weather independent from mistakes and give feedback, scan the classroom attitudes effectively, and control learning proficiency (Hattie, 2002). Teachers are more able to monitor students' problems and value their intelligence whilst supplying feedback of literature lessons; at the same time, they can see the hardness facing the students, structure strategies, hypotheses, test these strategies, and the extent to which they are working by measuring students' outcome. They esteem their students and encourage them to build self-concept and self-efficacy. They also have an affirmative impact in their students outcome and lead the students through defy job and to have meaning of information (Hattie, 2002).

Furthermore, effective teachers according to Murphy and others (2004) are patient, look after, respect their students, arrange their classroom, and as a consequence their students are enthusiastic. In addition, Lattice (1985) reported that students with special needs raised a greater level of implementation in the mainstream classroom when the teacher employs the time efficiently. His/ her relationship with students was good, grant the students' positive feedback, made a high rate of winning for learning function and answer for all students positively. In contrast, the students who had weak fulfilment were in classroom with a high degree off-task actions or manner wasted in the time transference.

An effective teacher in literary inclusive classroom has the capacity and ingenuity schema for the content covering and takes into consideration the several differences between students by field and concatenation their objective. Clark and colleagues (1995) show that an

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effective school reinforce students' performance, has a good job environment that assembly the disabled student needs, and give the opportunity for all the Students to became implicated and participate in literature's activities. Over all, students' knowledge about how to treat them is a remarkable characteristic of effective school.

In this case, Window (1991) mentioned that the effective school has an effective leadership and crew able to package with all students and their needs, also they are optimistic about that all students can advance and evolve their abilities toward prosperous achievement. Effective school has a preparedness to support its staff by meeting their needs and taking into account the curriculum and the enclosure that the curriculum meets the Students' needs, also the effective school reviews its agenda (teacher curriculum, students' progress). Successful teacher challenge students' capacities by session a good kind tasks, providing students with chance to select their task, varying learning design and providing easiness that donate to students learning (Ainscow, 1991).

2.7. Context of Effective Teaching:

Effective teaching does not happen in vacuum, it occurs in physical distance and this cannot be removed fully from the connected context of the complex education system shared in to the Teaching-learning process. If one department or part of education is secluded from the other parts; then, students' realization may be effected. With this understanding, Wang and Walberg (1991) consult the professional literature inspect expert in directive learning to evolve an understanding of the variables that impact learning. The definitive cadre included 228 variables or factors assort with six main Categories: the context outgoing of the school, variables attached to the students, variables connect to the program design, and, eventually, students' outcomes.

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After that, the analysis of their classifying for effective learning circumference offer that the variables are linked to the program design and touched to utmost value, followed by the context outside of the school, and classroom weather order. The variables joint to the students are variables related to the school and region or state ranked as the least important overall. In the mentioned study, the variables relating to classroom and teaching skill have a high grade or influence on the students. For a long time, there have been discussion and questions about which factors leverage students' achievement. Some researchers refer students' achievement to the school, while others indicate that the school has modicum influence in academic result. Other researchers mark that the effective teacher plays the main role in expression of students' progress.

In a wide range of factors calculate by global research and the truth that this research makes demand that further contextual factors have a least some impact in student learning, it may be supposed that all contextual factors like the teacher, school context classroom, and context school society sharing in something toward students' achievement. Moreover, some researchers beacon factors that may influence the Teaching-learning process including school rehabilitation, community function, teacher behaviour and curriculum, school location, students' abilities, and socio-economic background (Maxwell, and Ninnes, 2000; Paterson, 2000).

Effective teachers by themselves cannot business fruitfully except if they are situated supportive climate. The Organisation for Economic Cooperation Development OECD (2005) states that: "the kind of teaching is resolved not by kind of the teacher...but also by the environment in which they work." Effective teachers are not going to arrive their possibility in turning furnish compatible backing or enough challenge and remuneration. Furthermore, Stringfield and Teddie (1988) drove a longitudinal study at Louisiana school, the goal

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scrutinize the stipulation that influence students' achievement. They found that the condition linking to the school had a worthy effect on students' achievement more so than the term of teacher. Also, they found that the socio-economic case, school, and teacher's factors could clout students' accomplishment.

In idiom of leadership, the study which mentioned above found that the major in effective school were more vigorous, it had long outline of their school, and it had a fine vision of how to check their target of their school. Effectively focus were engaged about the classroom in their school and made the prescript easier for the teachers and students. In addition, it was founded that the headmaster in effective school commonly sticks around close to the students in order to understanding the students and their needs. In expression of the dealings between the effective school and the effective teaching, the investigator found that school turn into more successful when the students extradite from the teachers a perfect and an effective pattern of teaching, which thus excuse the students' achievement (Stringfield, and Teddlie, 1988).

Good education is highly important for raising labour force with qualifications needed for the contemporary century. Raising individuals to think, come up with new ideas, learn and express things they learn in the correct way and use their knowledge actively in life is among the main goals of education, improving language skills makes it possible to reach these important goals. Once teacher has created a curriculum to meet the students' needs instead of following dull curriculums which are not suitable, it is only then that students are likely to walk away with a solid understanding of the literature that has been provided.

For this reason, it is essential to provide texts to the students that they would like to read or have an interest in. It must been taken into consideration when making the curriculum, this will ensure more successful results and higher probabilities that both the school and

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teacher will achieve the goals they set. It is important that teacher sets activities for starting so they can express how much they know and, in the same time, became intrigued by what they read. One of the most important tools that teacher has is the ability to create a hunger for knowledge by using authentic literature in the classroom which is one of the great pathways for cultivating this hunger. Ultimately, how and what teachers does to create this desire is up to them; nevertheless, teachers must remember to put the students' needs on the top of their priorities and use sound judgement to decide how to make each course most functional.

50 state surveys by Darling-Hammond (2000) found that there was an important relationship between teacher's species and students' achievement, and teacher's preparation and efficiency particularly in reading and mathematics. Moreover, the survey found that teacher's experience, creativity, enthusiasm skills, knowledge of the content, intelligence, designing for employ the time, and the co-operation with colleagues share in to raise students' achievements.

2.8. Establishment of an Inclusive Pedagogical Concept:

The most specific hurdle led to the formation of pedagogical concept that makes mutual support heterogeneous pupil-grouping is the common or shared order and backing achieved learning through individualisation and interior differentiation of subject instituted instruction. The classification of working methods links to these categories: project working, partner and group work, table group work, self-controlled (or directed) learning, learning at stations, weekly schedule planning, and free working periods. However, modification towards repertoire of more methods is as yet fractional, characterised by small steps and being very individual dependant person.

Predominantly, the organisation frame of the overall school (screen plans , narrow compartmentalised the major teacher theme, outer discrimination, net split of teaching and leisure time areas, etc...) are still not elastic enough to guarantee. In the HAUPTSCHULE,

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better degree, of resilience exists, teachers work in a more multidisciplinary way, so that the teaching team is not so large. For instance, in Gymnasium it is possible to find sometimes 9 or 10 teachers working with one class. However, the installation of the classes is a result of the three-sector school-system usually even more tendentious towards slow-learners and pupils with behavioural problems.

Teachers have a critical role in shaping the lives of their students. The principal of suitably adopted education in inclusive schools require teachers to change their teaching and adopt strategies that all will consider the needs of every student in the class individually. Teachers build professional skills and knowledge around curriculum, pedagogical and assessment to continuously enhance their practice and improve students learning. Developing expertise across those essential interrelated components builds practice excellence. This call for regular teachers in inclusive literature classroom has come to adopt and modify their teaching to meet these individual needs of specific students (Johnson, 2001).

This modification and changing practical and learning environment have been come to suit individual's needs for all students in inclusive literary classroom. It is a term of adaptation in which the context of this terminology was used in this study. In this study the main problems Linked to the participation for pupils with disabilities were: the complexity of schooling in social context, the quality communication, relationship and co-operation for pupils with disabilities and with all actors around pupil with a disability, the physical climate, if the older pupil is disabled physically, diagnosis, and the class assistance.

In Sweden, two scenery on various and special education in practice are presented by Persson (1999) and used in Emanuelsson & al (2001). In a point of view, the categorical and the relational on what perspectives schools and stuff have, these paradigms were employed to look at the three studies, it could be argument that all start out from the classification sight. As

the incoming relations to differentiate is to start categorising the pupils; however, in actual fact the finding and the implication are inclusive. At least in two of the studies, the substantial and the social context, the communication relationship, and the care in one way or another fatigued in consequence although these are linked to the pupils with disability not to the whole group.

The findings then behold an extra fictional perspective, as Emanuelsson & al (2001) state: "...these paradigms are not mutually exclusive to each other" p (129). In addition, he also said:

"... neither of the perspective are complete (133) in these studies thoughtful, there is one part that is stressed: that is communication on all levels and between actors. As Ahlberg (1999) argued that school must evolve arenas for reversal on all levels. She proposed that many sessions in schools today do not share in to the teachers' knowledge about daily work in classrooms."

It comes to focus on the relational view that means to start in a normal education and study the operation, the standard and value of the organisation's delineation and curriculum that eliminate some pupils. As both Persson (2001) and Emanuelsson (2001) say that inclusion implies change, it comprises two linked processes, the process to increase the participation of students in the cultures and curricula of mainstream school and communities, and the process of reducing the exclusion of students from mainstream cultures and curricula" (p89).

2.9. Results in Inclusive Literature:

2.9.1. Human Rights and Social Justice:

The message from international year of disabled people (IYDP) in 1981 was clear about conditions of human right for the students who have disabilities, it declares that

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students with disabilities didn't want their future has been decided or limited by others according to their disabilities. They have completely to show the maximum positive significant capacity in their personality not their capacities and have the right to receive and education to improve their proficiencies; also, the United Nations convention of the right of child in 1990 embodied this right (Foreman, 2001; Jankinso, 1997). Additionally, O'Brien (2001) argued that students with special education needs the right to educate in total inclusive classroom, and should not been separated for any purpose.

Moreover, there is a various relation between those students to be passable physically and morally without isolating them from their peers in regular classroom and get ready to suitable education with meeting their needs (O'BRIEN, 2001). Social Justice means all members of society are remedy similar including those who have disabilities. In past, they have been transacted with special needs students in expression without taking into account the community which they are part of. They are affected by this community and their influence, it is interchangeable relationships not labelling them as a special people with special programs prepared for them may be because the low or the authorities (Foreman, 2001).

Since the focus of this study is education, then inclusion was limited to the education system, and every time was mentioned, the education aspect was then referred to. In short words, inclusion and inclusive education have been used to mean the same thing; however, inclusive education can be noticed to be used frequently. Inclusion is therefore defined as a state or progress of addressing and responding positively to the diversities that exists among the students through modifying the education system. The convention of the right of the child 1989 in this policy advocates of the right of all children to get education without any kind of segregation or mistreatment. It is also printout that children with disabilities should be assured of education as much as their fellow children without disabilities (MoEVT, 2009).

2.9.2. Inclusive Outcome:

Banerjee and Dailey (1995) in their research about effectiveness of an inclusive outcome on students with disabilities found that students with specific learning explain academic progress at rapidity similar to that of students do not possess such disabilities, growing their teachers and parents signalize advance in self-esteem and motivation. Also, Vaughn, Elbaum and Schumm (1996) in their study about social function of students with disabilities in an inclusive classes (peer acceptance, loneliness, self-concept and social alienation) found that students pose reduce academic self-concept.

In the latest project in term of Social outcome for students with and without disabilities get a positive outcome according to the result of students in the consultation/concurrent teaching sitting increase a more positive outcome than their peers on the co-teaching sitting. However, in a study of Pavri and Lufting (2000), students with learning disabilities left loneliness more than did their peers without disabilities and were more debatable in their social class and less popular (Pavri and Lufting, 2000). Stannovich and others (1998) drove schooling about a several topics in terms of academic self-concept and peer agreement in an inclusive classroom setting.

Besides, the basic findings manifest that the self-concept was the lowest among the students who were classified likening to students who were non classified, also the students who had disabilities and those whose native language was not English demonstrated low level of Social combination compared with those who were at risk agreeable by their peers; yet, they had low intelligence in academic competence. On the other hand the students with disabilities evaluated higher in academic self-concept than in the Social nearness (Stannovich, Jordan and Perot, 1998). Kingner and his colleagues (1998) assume study about which program students choose (Pull-out or inclusive).

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In this study, 32 students were interviewed individually by investigator employing key questions estimating their perceptions. The result indicates that nearly all children prefer the Pull-out model, but more children doubles that the inclusive program was more useful in term of the outcome and social skill development (Kingner et al, 1998). In another study about students understanding of inclusion, Vaughn and kingner (1998) received 8 studies deliberate the students' perceptions by interviews and scanning with using a sample of 442 students with disabilities and found their students like going to resource room, they taught work in the resources room was fail and cheerfulness and because they received special help.

Yet, students also proclaimed that they like the inclusive classroom because they were able to make friends (Vaughn and kingner, 1998), the study specimen consist 70 teachers. On the one hand, the students with severe disabilities were safely over performs through teachers candidacy in the different categories. On the other hand, students with mild disabilities were significantly over represented in the refusal category. Also, the result mark that teachers demonstrate different behaviour depending on the grade of disability (Cook, 2001). Praisner (2003) visit 408 elementary school principals in order to define their attitudes toward inclusive, it was found the 1/5 the fundamental position were positive.

Moreover, when the variable of special education notion had been taken into account, this research was positive relationship between the attitude of the principal experience and training. In the term of affects concluded students with disabilities on students without disabilities, a literature review made by Paterson (2000) mentions that when students with disabilities are included in a regular classroom with their peers without disabilities: "is neither determinable nor beneficial on students without disabilities" in respect to academic achievement, but inclusion is useful in term of "Social development" (Paterson, 2000 P .20).

Conclusion:

As a conclusion, this chapter has discussed the importance of the training and the experience of teachers in teaching students with disabilities among inclusive literature classrooms. Also, it has dealt with the different perspectives and the situation of disabled students with their peers without disabilities in the same classroom, and how professors and educators behave with all students regardless of their physical and mental abilities. It clarifies also that teachers should be more experienced in the field of inclusive education to know how to behave in their own classroom with both students with and without disabilities.

Chapter Three :
Methodology and Data
Analysis

Outline:

Chapter Three :Methodology and Data Analysis

Introduction

3.1. Variables of the Research

3.2. The Research Plan

3.3. The Sample of the Research

3.4. The Research Tools

3.5. Questionnaire Analysis and Interpretation

3.5.1. Questionnaire's Analysis

3.5.2. Analysis of the Semi-structured Interview with Teachers

3.5.3. Results of Questionnaire's Analysis

3.5.4. Results of the Semi-structured Interview with Teachers

Conclusion

Introduction:

This chapter contains the analysis of the conducted research concerning the points of view related to the inclusion of students with visual impairments during literature classes at universities. The inclusion must be accepted from both departments and students to facilitate the education for disabled students and their peers without disabilities. In addition, teachers also plays a big role in this process with their experience, support, and encouragement to make the inclusion succeed in its mission.

3.1. Variables of the Research:

A variable of research is introduced as anything that has a quantity or quality that varies. It has two types: dependent, and independent. The dependent variable is what the researcher interested in and the changes that he tries to measure with all their fancy techniques. Whereas, the independent variable is the variable which affects the dependent one; it is what the researcher manipulates to see if the dependent variable has change or not. In this research the dependent variable is the inclusive education for students with visual impairments while teaching literature is the independent variable.

3.2. The Research Plan:

This research is mainly based on an exploratory study of factors that can be helpful and useful for teaching students with visual impairment in an inclusive classroom with their colleagues. The students and teachers of the English Language Department at Amar Telidji University were taken as a sample for the topic, and they were asked to answer some questions. This study depends on the qualitative research that is used to discover students and teachers' opinions about inclusion and their readiness to accept visually impaired students in the classroom which gives the inclusion its real value.

3.3. The Sample of the Research:

120 students of Master two in the department of English at university of Amar Telidji have been chosen to be the sample of this research in order to help the students with visual impairment find their places among their peers without disabilities. The sample includes ten students who answered the questionnaire posed on them. Their answers and knowledge will give clarification to the doubt surrounding the process of inclusive education. In addition, a semi-structured interview has been done with a number teachers of literature in order to see their views and suggestions about the topic of the inclusion due to the long-time experience they had in the field of teaching literature.

3.4. The Research Tools:

The questionnaire is the research tool that is used to know the viewpoints of students and about the inclusion of visually impaired students at university of Ammar Thelidji. The answers of those students have clarified many points related to the topic; the questionnaire is composed of eight questions have been answered by only ten students from 120 students, the other students have not respond on the questionnaire, eight females and two males aged from 20 to 35 years. Besides, the semi-structured interview that is composed of six questions posed on the six expert teachers in the field of literature.

3.5. Questionnaire Analysis and Interpretation:

The purpose of the questionnaire that distributed to the students is to explore the readiness of university to accept the students with visual impairment in their literature classes. It is divided into two sections: the first section is concerned with the general information about the respondents of the questionnaire, and it has three parts as follows:

√ Student's gender

√ Student's age

√ Student's level

The second section represents the information gathered from the questions that the students have to answer, in which their answers make the difference and test our hypotheses related to the inclusion of visually disabled students.

3.5.1. Questionnaire's Analysis:

A. Section One: Background information

This section represents information concerning the participants who respond to the questions in the questionnaire. Each part includes the answers of students on a question. The results are shown in the tables below:

√ Gender:

Students' gender	Number	Percentage
Male	2	20%
Female	8	80%

Table1: Participants' Gender

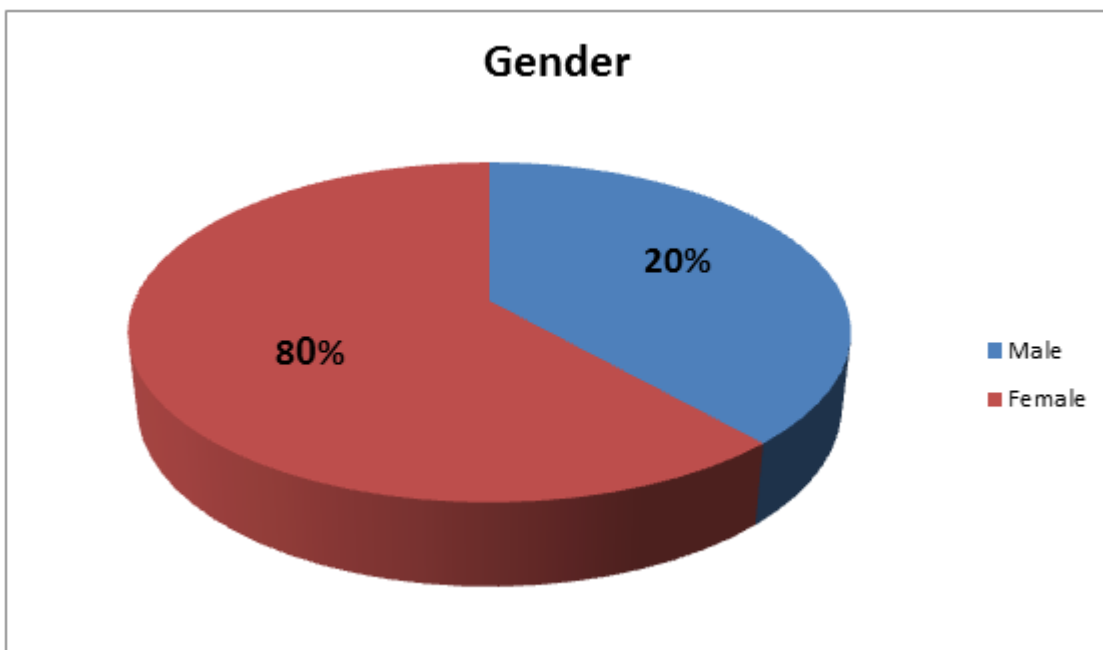


Chart 3. 1. Participants' Gender

The chart above shows the participants' gender which the number of females engaged in the study is more than males. The percentage of the engagement of females is 80% while the males are with percentage of 20%.

√ **Age:**

Student's age	Number	Percentage
20-25	7	70%
25-30	2	20%
30-35	1	10%

Table2: Participants' Age

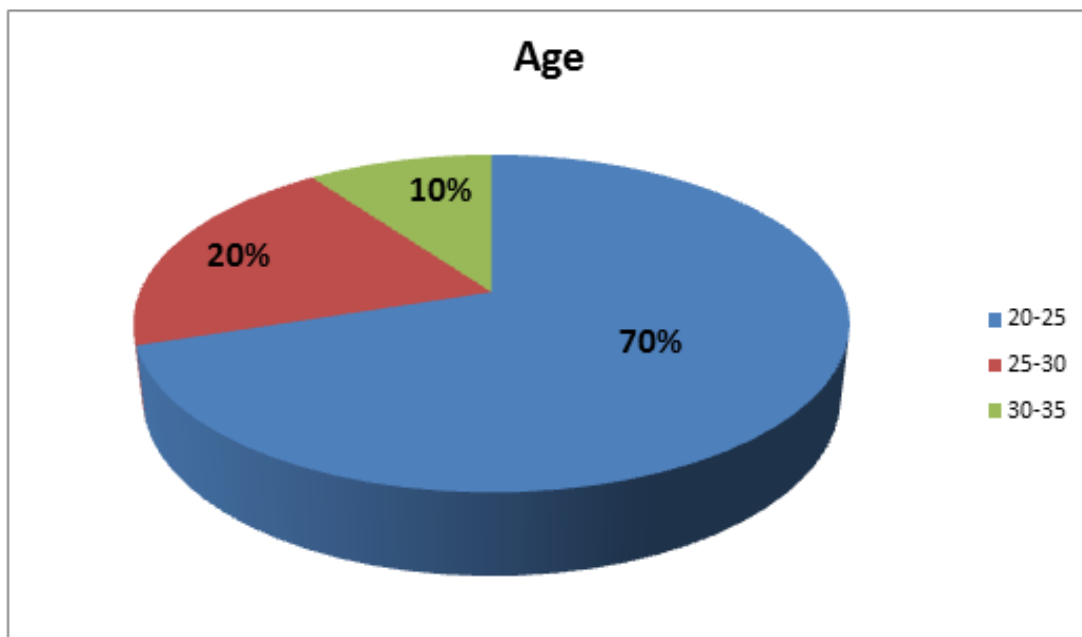
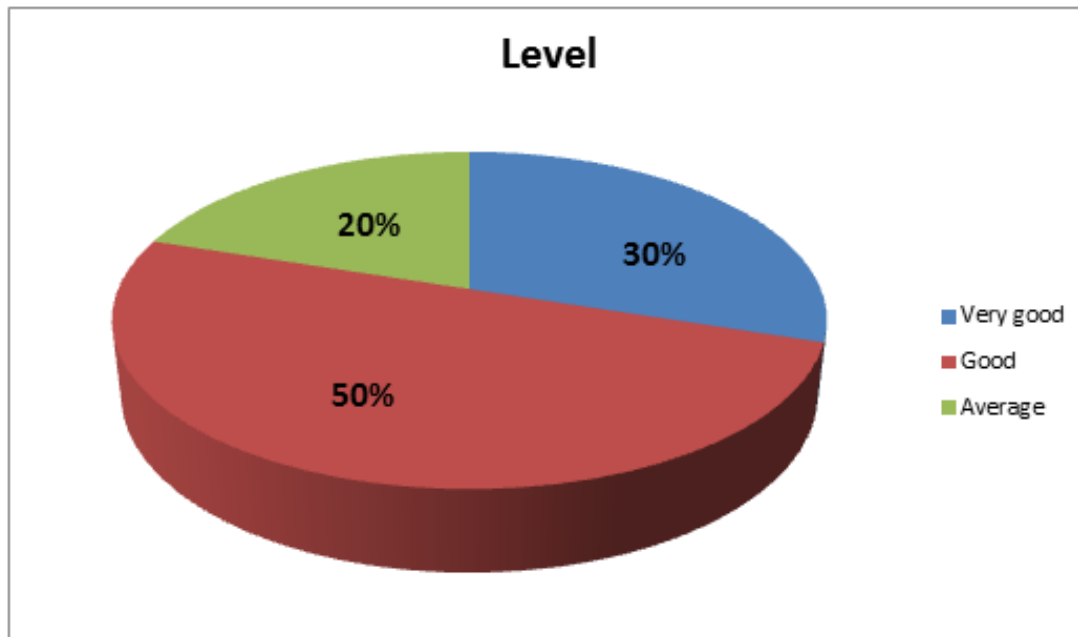


Chart 3.2. Participants' Age

The age of student also plays a big role in the answers because it determines the amount of information within the mind of students, and the previous knowledge about the subject of study. When the participant is older, he/ she has more convincing information about the subject of study.

√ Level:

Student's level	Number	Percentage
Very good	3	30%
Good	5	50%
Average	2	20%

Table3: Student's Level**Chart 3.3. Students' Level**

In this part, the level of students gives the study more clarity and transparency due to the different opinions that are given with answers on the raised questions. Students with level of “very good” have the percentage of 30%; whereas the “good” level has the highest percentage with 50%, and the “average” level have the percentage of 20%.

B. Section Two:

This section contains the analysis of the answers on the questions that have been posed on the students of Master two in the department of English at the university of Ammar Thelidji, Laghouat.

Q1: What is your opinion about inclusive education?

The answers of this question were different from each other, seven of students welcome the process of inclusive education and see it as a great opportunity for them and the students with disabilities to learn from each other. However, three of the students rejected the idea and saw that they must have private schools designed and equiped for them.

Student's answer	Number	Percentage
Agree	7	70%
Disagree	3	30%

Table4: The Viewpoints on Inclusive Education

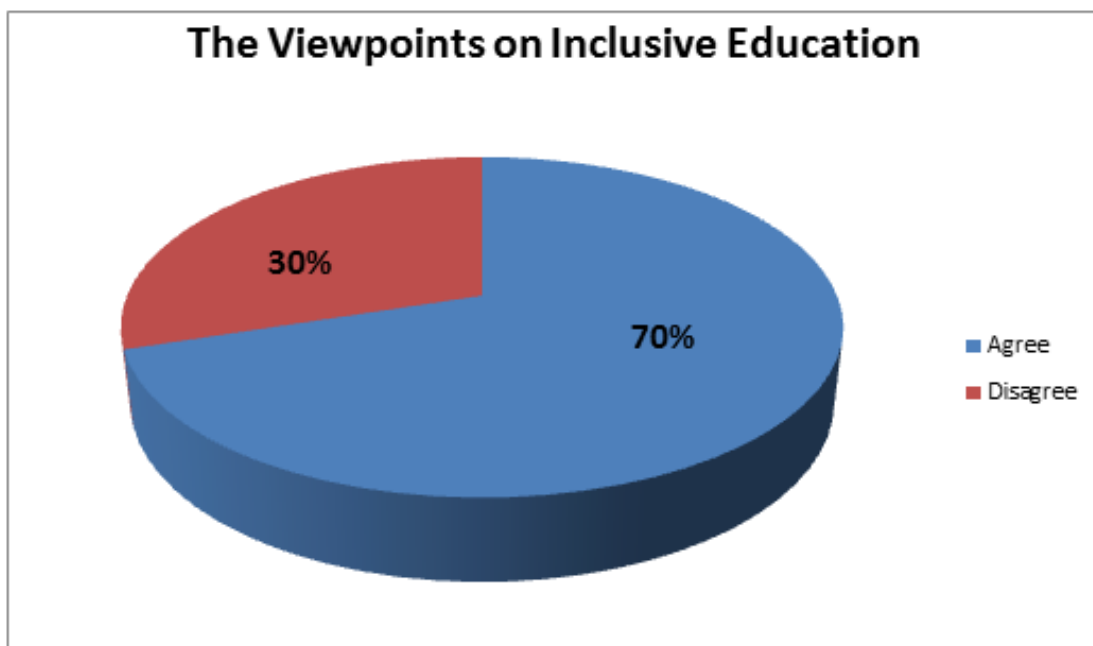


Chart 3.4. The Viewpoints on Inclusive Education

Q2: Do the students with disabilities have the right to be included in education?

All respondents answer this question with full agreement about the right of disabled students in inclusion, with taking into consideration their special needs and equipping the schools according to their disability and what suits them in the learning process.

Student's answer	Number	Percentage
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Yes	10	100%
No	0	0%

Table5: The Right of Students in Inclusion

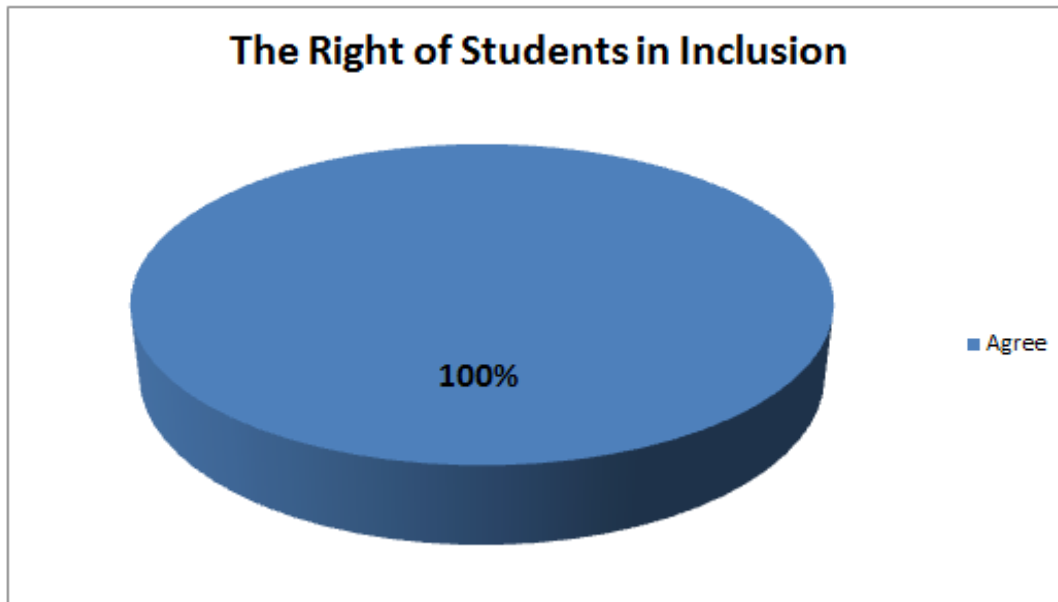


Chart 3.5. The Right of Students in Inclusion

Q3: Does inclusive education really mean educating all students from a given community in the same school building?

Students in this question also agreed that inclusive education must include all learners without separation between the learners with disabilities and learners without disabilities.

Student's answer	Number	Percentage
Agree	10	100%
Disagree	0	0%

Table6: The Meaning of Inclusive Education

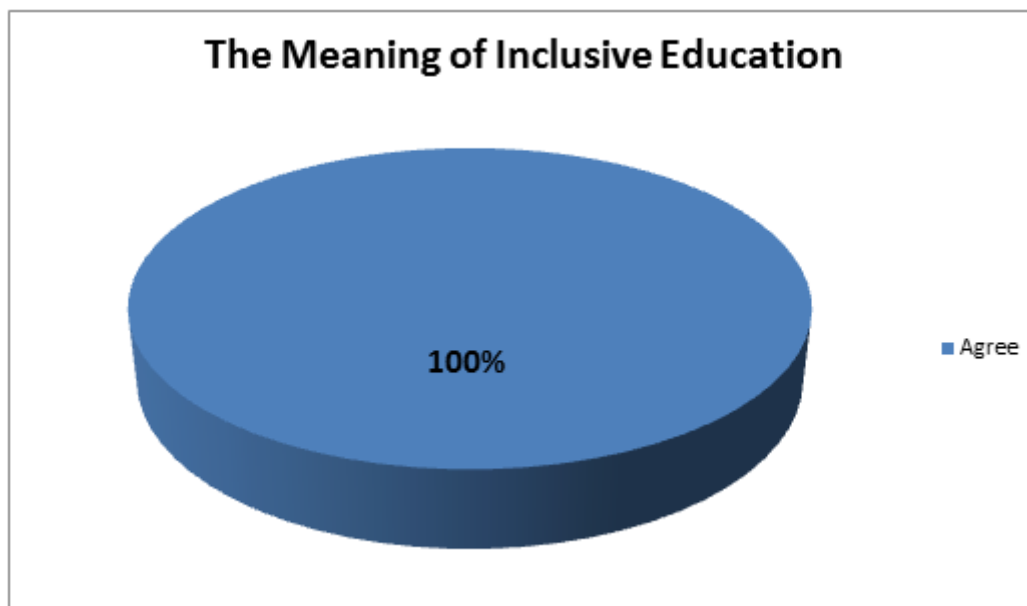


Chart 3.6. The Meaning of Inclusive Education

Q4: As teachers, do you agree with the inclusion of disabled students with normal students?

In this question, seven of the respondents totally accept the inclusion and suggest that to have a successful inclusion, the area of study must be prepared and equipped to meet the needs of disabled students with their non-disabled peers . However, three of the students refused the inclusion and suggest that disabled students must have a private school for them.

Student's answer	Number	Percentage
Accept	7	70%
Refuse	3	30%

Table7: Teachers' Opinions about Inclusive Education

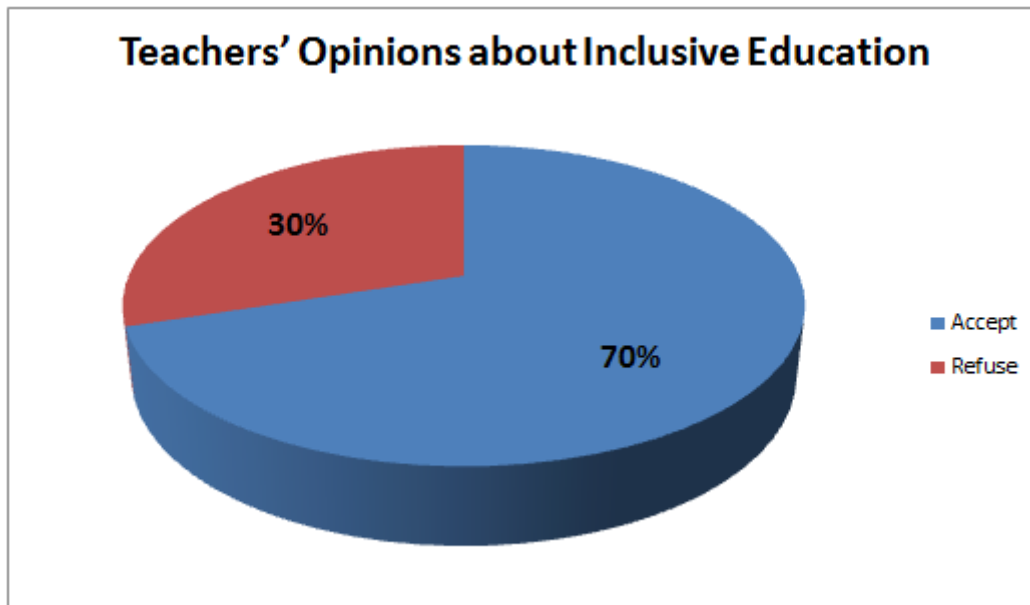


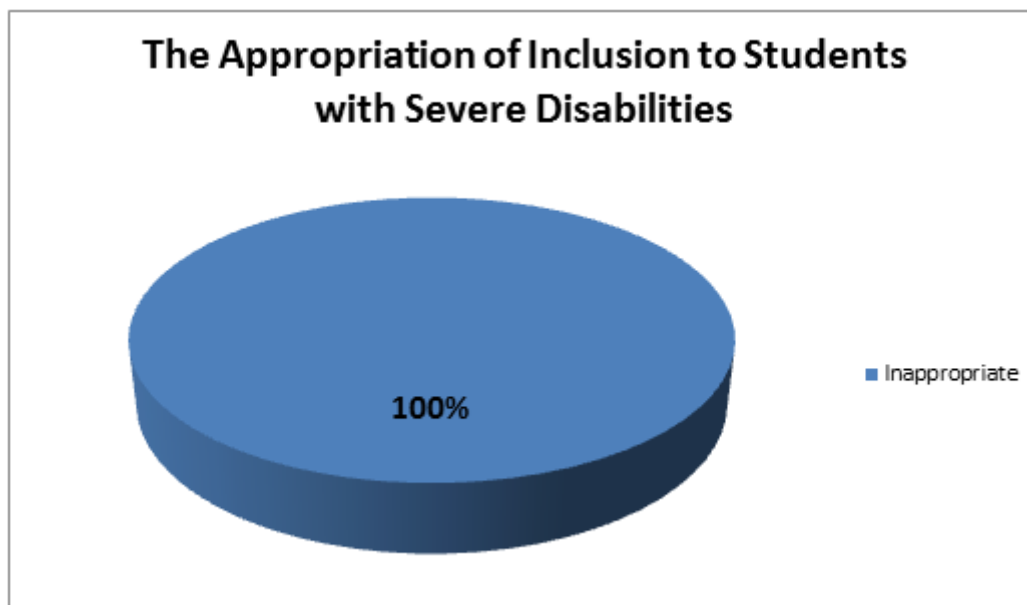
Chart 3.7. Teachers' Opinions

Q5: Is inclusive education really appropriate for everyone? How about students with multiple or severe disabilities?

Respondents agreed to one answer which inclusive education is not suitable for all students especially who have severe or multiple disabilities, because they need more care and attention from teachers in dealing with them.

Student's answer	Number	Percentage
Appropriate	0	0%
Inappropriate	10	100%

Table8: The Appropriation of Inclusion to Students with Severe Disabilities



**Chart 3.8. The Appropriation of Inclusion to Students with Severe
Disabilities**

Q6: May the students with visual impairment pass the difficulties that face them during normal classes?

Students answers to this question were conflicting, some of them said that visually impaired students can pass the difficulties when they trust themselves and receive the needed support from their teachers, family, and friends. Others said they cannot pass especially those who are blind, and suggests that they must have special classrooms for them.

Student's answer	Number	Percentage
Success	7	70%
Failure	3	30%

Table9: Success of Visually Impaired Students in Inclusion

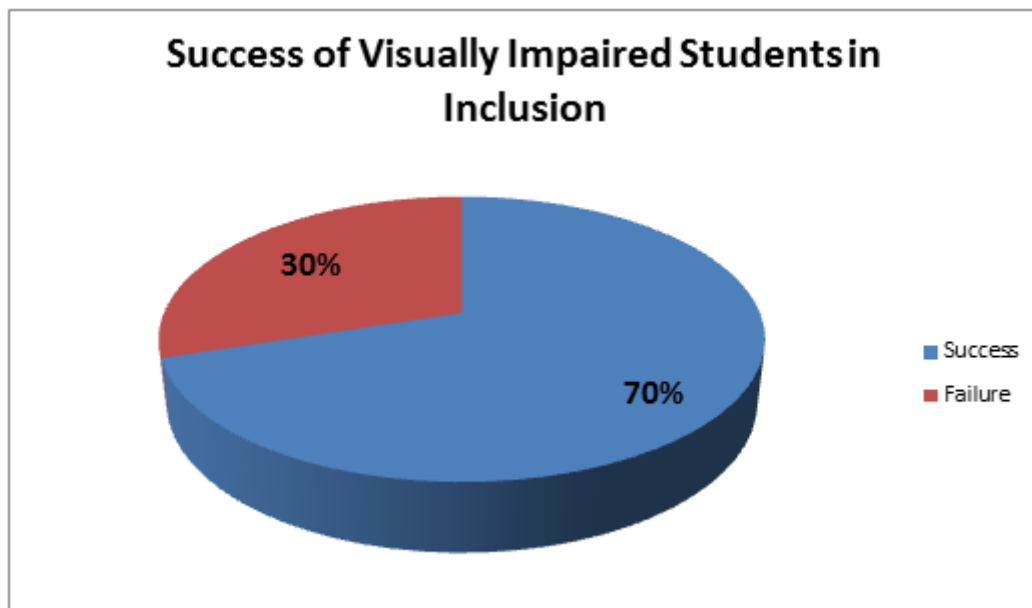


Chart 3.9. Success of Visually Impaired Students in Inclusion

Q7: Is inclusive education about all marginalised/ vulnerable/ excluded groups or is it mainly about students with disabilities and addressing special needs?

The agreement happened also in the responses of this question, all students answer that inclusive education is about all disabled/ marginalised/ excluded students to be included in the learning process despite of the disability. However, one student replies that it addresses only those who have disabilities.

Student's answer	Number	Percentage
Agree	9	90%
Disagree	1	10%

Table10: Inclusion of all Students

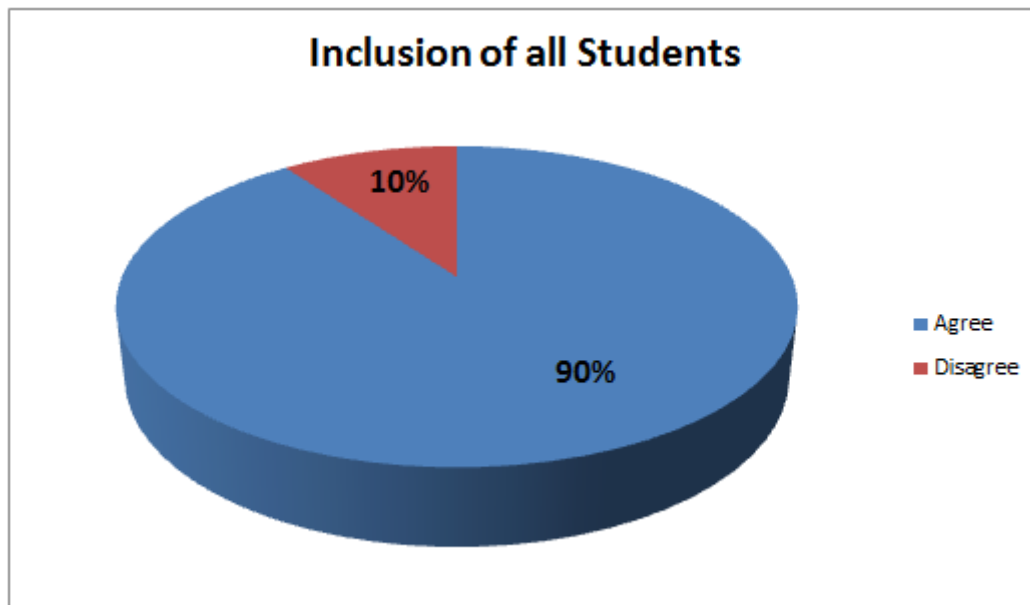


Chart 3.10. Inclusion of all Students

Q8: In your opinion, will they succeed in this challenge and find their places in normal educational setting?

Disabled students can succeed in the challenge according to the viewpoints of the students when they receive the necessary support and encouragement from their parents, friends, and the society they live in. Nevertheless, a student says that not all students can succeed in the learning process.

Student's answer	Number	Percentage
Success	9	90%
Failure	1	10%

Table11: Success of Inclusive Education of Disabled Students

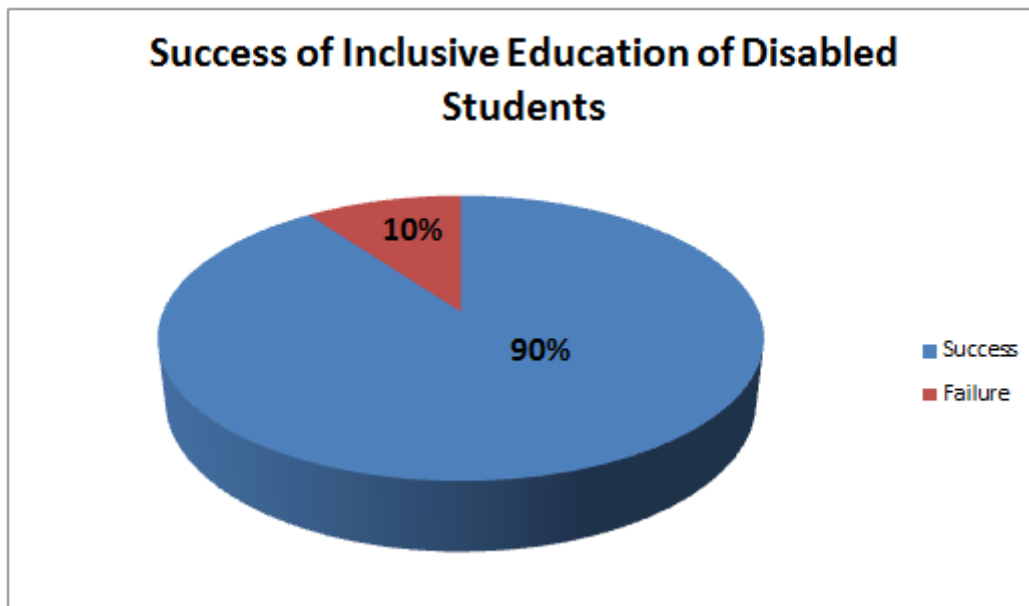


Chart 3.11. Success of Inclusive Education of Disabled Students

3.5.2. Analysis of Semi-structured Interview With Teachers:

This part represents the analysis of the questionnaire with literature teachers at university, we asked them some questions about inclusive education in literature classes according to their points of view and their experience of teaching literature at university for long time. The results are shown in the tables and figures below:

Q1: Do you agree with inclusive education at university? And why?

Teachers of literature ensure on the inclusive education because it is a right to students with disabilities and to develop their competencies regardless of their different abilities. Besides, the classrooms at university can be effective in affording efficient learning to learners with disabilities in the same way as normal learners receive as well as the learners in the same level are expected to follow one curriculum regardless of their individual and psychological differences, or distinctive disabilities.

Q2: Do you think that students with disabilities will succeed in education?

Teachers reply that all students generally share the same educational qualities and responses, they may have better communication skills, intellectual background, and motivational awareness; therefore, they can get successful academic achievements when they have been provided with the necessary amenities to enable them develop their skills without obstacles. This all depend on the teacher's academic role and involvement in the classroom.

Q3: Does literature Class help the disabled students in their learning process?

Answers here are contradicting, some teachers say that literature does not help students in their learning because it requires reading and analysis and since there is no priority to this kind of students, they will find difficulties in the learning in addition to the lack of technical facilities in classrooms. However, others see that literature Class are typically based on reading, thinking, solving problems, making decisions, analyzing, acting, self-assessing, and criticizing. This demands the role of the learner as part of the learning process; but, with the incorporation of teaching materials, like visual aids, headphones, favourable physical and social environments, appropriate curricula, teaching methods, and learning strategies will fundamentally contribute to achieving self-guided learning and enhancing learners' abilities learning goals, motives, and needs.

Q4: As an experienced teacher in the field of teaching literature, what are the effective methods necessary for visually impaired students to participate very well in the classroom?

For the module of literature, teachers know that it heavily relied on reading, so the inclusion or the use of technology to facilitate the process of reading is fundamental. It is also necessary to explain or give oral guidelines and record lessons instead of written handouts to make sure that they can get involved in the leaning process and not isolate them because of their impairment. Moreover, teaching students with disabilities or managing an inclusive class is not an easy task for teachers of literacy, even literature as a subject is part of the ELT

classroom and manage to have the same teaching goals and objectives. They can implement instructional strategies such as peer learning, graphic organizers, oral responses, technology, brain-based learning.

Q5: What encourages disabled students to participate in the classroom in your opinion?

Teachers suggest some solutions to the students to participate effectively in the classroom.

Firstly, getting them involved in making the lecture will help them a lot when trying to give the teacher assistance in creating the lesson during classroom. Secondly, language teachers need to create a favourable learning environment first, so that all learners can achieve readiness to learning. They need emotional support, and rewards from the part of the teacher. After that, checking the needs and desire of learners because they may have limitations to be ready to learn in particular classroom tasks or subjects. Finally, teachers need to help learners self-regulate their behavior and stimulate their brain or cognitive process to meet their learning goals.

Q6: What are the main problems that faces students during learning? And how can you heal these problems?

In an EFL classroom and also literacy classes, teachers see that learners may face many problems and difficulties. These can be related to many factors such as learners' prior knowledge or intellectual ability, readiness, emotional atmosphere, self-esteem, learning conditions, biological ability, psycho-linguistic ability, cognitive ability, motivation. Also, the lack of readiness to learning and the lack of materials needed in synthesizing and analysing the works done in classroom. Indeed, the learners' weakness and strength are deeply related to those factors as they all contribute to approaching an efficient learning environment and yet achieve better learning.

3.5.3. Results of Questionnaire's Analysis:

The results concerning the analysis of the questionnaire represent the acceptance and readiness of normal students in welcoming the visually disabled students with them in regular classes in universities, with insisting that the inclusion is one of their rights and it must not be deprived of. In addition, they give suggestions on how teachers should treat the students according to their disability and personality. Students with visual impairment, also, should prepare themselves to the obstacles that will face them such as: difficulties in learning and bad treating from some students, they must have a strong faith in their abilities and believe that they will succeed in breaking barriers and win the challenge. Besides, students with visual impairment are more skilled in relevance with their disability especially in listening which it will help them in their fight of achieving their goals in life that starts by education.

3.5.4. Results of the Semi-structured Interview with Teachers:

The results of the teachers' questionnaire represent the positive points of view of teachers of literature in the subject of inclusive education, and their readiness to accept visually impaired students in their classes. Besides, they clarify the obstacles and barriers that face students during learning. For instance, the lack of the technical materials, non- equipped classrooms, biological ability, and the lack of motivation and support in the classroom. All these factors does not help students in their learning and they get discouraged. However, the teachers gives some effective solutions that will help and encourage them to join inclusive classes with their normal peers. These solutions are: providing the technical materials like visual aids, videos to listen to, headphones, since their hearing are much better than normal students, and oral assessments. Also, providing the emotional sepport they need in the classroom and checking the desire of education in their pshyches. After that, teachers must help them find their ambitions and strengthen their self-confidence to face any obstacle or problem in future.

Conclusion:

This chapter discusses the conducted research, it presents evidence on the answers of questions and proves the hypotheses raised about the inclusion of visually impaired students in literature classes as members in classroom. It presents at first the variables of the study, the sample joined in answering the questions and fulfilling the work, the tools used, data analysis, and the outcomes released after the experiment. The students who participated in the study share the same positive beliefs about the right of students with disabilities in inclusion within society by education basically, because education is the key which opens all opportunities to those students in decent life shared with their family, friends, and members of people surrounds them. Society also has a relation in the inclusion when they accept disabled students and do not ignore them, it helps them to build their characters and make them more welcoming the learning, with giving them the chance to be an active part within society without regard to the obstruction they suffer from.

General Conclusion

General Conclusion :

General Conclusion:

This study aimed to discover the opinions and viewpoints of the students and teachers at university of Amar Telidji, Laghouat, concerning the inclusive education of the visually disabled students in literature classes. The study also aimed to lead disabled and non disabled students to cooperate and help each other in the classroom, and get benefited from the skills of each other. Indeed, it represents the main factors that will help students in building their personalities and strengthen their relationships with their friends in the classroom and with people surrounds them.

Inclusion is the process of involving students with disabilities in classroom setting with normal students regardless of their impairments. Inclusive education gives those students opportunity to attend schools and universities without fear of failure or neglect because they will be welcomed by students and teachers. Teachers like students play an important role in the inclusion for their experience and competency they give to their learners. They must be expert enough to know how to manage the classromm effectively with what serves all nedds of all students. teachers must also take into consideration the students psychology and personality to avoid any problems will appear during the class.

The analyses in this research based on students and teachers' views and opinions to the topic. In one hand, it turns out that students welcomes the inclusion and ready to help and cooperate with disabled students by sharing information, creating group works with them, and assist them in any clarifications they need during class. In the other hand, teachers of literature also ensure on the importance of the psyches of the learners and the positive reflections during the classroom which help the in increasing self-confidence in the personalities of both disabled and non-disabled students.

The outcomes agree with the research and suggests a number of solutions. Basically, the providence of the inclusion as first and main step in university because it is a right for all

General Conclusion :

learners. In addition, preparing and equipping classrooms with what suits the needs of the disabled learners and does not hinder them. Moreover, providing necessary tools in the classroom that helps students. For example, technical tools like headphones, visual aids, and listening to videos, also, making oral guidelines and record lessons instead of written handouts to make sure that all learners get involved in the learning process and not be isolated because of their impairment.

Inclusion is a wide and important topic needs more interaction and involvement in the future by researchers to find new effective solutions in order to end the sufferance and injustice of visually impaired students to be included in the learning process to fulfill and achieve their educational level and goals in life. Also, give importance to students' desire in what they want to learn in university which give them positive reactions and make them more active members in the society they live in.

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Appendices

Appendix :

Appendix 01: Teachers' Questionnaire

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Amar Telidji- Laghouat
Faculty of Letters and Languages
Department of English

A Semi-structured Interview with Teachers:

1) Do you agree with Inclusive Education at university? And why?

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2) Do you think that students with disabilities will succeed in education?

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3) Does literature classes help the disabled students in their learning process?

Appendix :

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4) As an experienced teacher in the field of teaching literature, what are the effective methods is necessary for visually impaired students to participate very well in the classroom?

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5) What encourages disabled students to participate in the classroom in your opinion?

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6) What are the main problems that faces students during learning? And how can you heal these problems?

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Appendix :

Appendix 02: Students ' Questionnaire

University of Ammar Thlidji

Faculty of Letters and Languages

Department of English

A Questionnaire:

1) What is your opinion about the inclusive education?

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2) Does the students with disabilities have the right to be included in education?

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3) Does inclusive education really mean educating all students from a given community in the same school building?

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4) As future teachers, do you agree with the inclusion of the disabled students with normal students?

Appendix :

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5) Is inclusive education really appropriate for everyone? How about students with multiple or severe disabilities?

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6) May the students with visual impairments pass the difficulties that faces them during normal classes?

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7) Is inclusive education about all marginalised/ vulnerable/ excluded groups or is it mainly about students with disabilities and addressing special needs?

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8) In your opinion, will they succeed in this challenge and find their places in normal educational setting?

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Résumé / ملخص الدراسة

Résumé :

La thèse actuelle vise à enquêter sur les opinions et les points de vue liés à l'inclusion des étudiants ayant une déficience visuelle dans les cours de littérature, à l'Université de Laghouat. Les enseignants et les étudiants accueillent favorablement cette méthode qui mettra fin à la souffrance des élèves ayant des besoins spéciaux. Pour atteindre l'objectif de l'étude, nous émettons l'hypothèse que les cours de littérature peuvent aider les élèves malvoyants à réussir le processus d'inclusion avec leurs pairs non handicapés. Sur la base d'une approche descriptive qualitative, nous diffusons un questionnaire dans le but de collecter des données pour l'étude; l'échantillon choisi au hasard était de 10 étudiants au niveau du Master Two d'anglais. De plus, nous menons une entrevue semi-structurée avec des professeurs de littérature du département d'anglais de la même université pour connaître leurs perceptions de l'inclusion dans les cours de littérature. Les résultats démontrent des réactions positives et la satisfaction des élèves sur l'inclusion des élèves ayant une déficience visuelle. Les principales conclusions révèlent également que les étudiants EFL se félicitent de l'inclusion et sont prêts à aider et à coopérer avec les étudiants handicapés en partageant des informations, en créant des travaux de groupe et en les aidant dans toutes les clarifications dont ils ont besoin pour bénéficier des compétences de chacun pendant les cours de littérature. Par conséquent, nous recommandons aux enseignants et aux étudiants de respecter les règles d'inclusion et de prendre en compte la psychologie des élèves handicapés et les besoins de faciliter leur intégration dans les cours de littérature.

ملخص الدراسة:

تهدف الأطروحة الحالية إلى تقصي الآراء ووجهات النظر المتعلقة بإدماج الطلاب ذوي الإعاقة البصرية في فصول الأدب بجامعة الأغواط. يرحب المعلمون والطلاب بهذه الطريقة التي ستضع حداً لمعاناة الطلاب ذوي الاحتياجات الخاصة. لتحقيق الغرض من الدراسة ، نفترض أن فصل الأدب قد يساعد الطلاب المعاقين بصرياً على النجاح في عملية الدمج مع أقرانهم غير المعوقين. بناءً على نهج وصفي نوعي ، نقوم بتوزيع استبيان بهدف جمع البيانات للدراسة ؛ وكانت العينة المختارة عشوائياً 10 طلاب بمستوى الماجستير الثاني في اللغة الإنجليزية. أيضاً ، نجري مقابلة شبه منظمة مع مدرسي الأدب في قسم اللغة الإنجليزية في نفس الجامعة للتعرف على تصوراتهم حول الدمج في فصل الأدب. تظهر النتائج ردود فعل إيجابية ورضا الطلاب على دمج الطلاب ذوي الإعاقة البصرية. تكشف النتائج الرئيسية أيضاً أن طلاب اللغة الإنجليزية كلغة أجنبية يرحبون بالإدراج ومستعدون للمساعدة والتعاون مع الطلاب المعاقين من خلال مشاركة المعلومات وإنشاء أعمال جماعية ومساعدتهم في أي توضيحات يحتاجون إليها للاستفادة من مهارات بعضهم البعض أثناء دروس الأدب. لذلك ، نوصي كل من المعلمين والطلاب باحترام قواعد الدمج ومراعاة نفسية الطلاب ذوي الإعاقة واحتياجاتهم لتسهيل اندماجهم في فصول الأدب.