CHAPTER V

DATA PRESENTATION AND DISCUSSION

This chapter is devoted to present and analyse the data obtained through different instruments designed depending on their relevance to the study. It reports on and discusses the findings of the study in the light of the set of objectives and research questions so as to lead to conclusions and forward recommendations. The chapter also discusses findings by substantiating with theoretical issues and previous findings reflected in the review of related literature of this study. To supplement the data gained from teachers, VISs’ responses were also compiled and used as a point of reference to come to a conclusion.

5.1. Data Presentation

5.1.1. Findings of the Quantitative Data Analysis

5.1.1.1. Demographic Characteristics of Teacher Respondents

Table 4: Characteristics of Teachers Respondents (N= 25)

<table>
<thead>
<tr>
<th>Description</th>
<th>No. of respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>10</td>
</tr>
<tr>
<td>Qualification</td>
<td>Diploma</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Degree (B.A.)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>1-10 years</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Teaching experience</td>
<td>11-20 years</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>21-30 years</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>31-40 years</td>
<td>10</td>
</tr>
</tbody>
</table>

| 4 | Work load           | 1-3 sections | 9 | 36%|
|   | 4-6 sections        | 16          |   | 64%|

| 5 | No. of students in a class (Class size) | 40-50 students | 6 | 24%|
|   | 51-60 students      | 19          |   | 76%|

| 6 | Training on SNE/IE | Trained | 10 | 40%|
|   | Untrained          | 15         |   | 60%|

| 7 | Experience of teaching VISs | With experience | 18 | 72%|
|   | No experience        |              | 7  | 28%|

Table 4 reveals the demographic characteristics of teacher respondents. Accordingly the dispersion of participated respondents shows that out of 25 respondents 15(60%) were males and 10(40%) were females.

Respondents also differed in their qualification that 20(80%) were diploma and 5(20%) degree holders. In addition to this their teaching experience signified that they had a wide range of service year in which most of them (84%) had more than 20 years.

Concerning respondents’ work load, 9(36%) respondents were teaching 1-3 sections and 16(64%) respondents 4-6 sections. The size of their class also showed variation in which 6(24%) respondents were teaching 40-50 students while 18 (76%) respondents were teaching 51-60 students.
As far as teachers’ training on Special Needs Education or Inclusive Education is considered, the table portrays that though the amount of training was very limited, 10 (40%) teachers had training which lasted from two day orientation up to getting a semester course on SNE with two credit hours. It could also be observed from the table that 15(60%) teachers, who constitute the majority of respondents, did not get training.

In relation to their previous experience of teaching visually impaired students 18(72%) respondents declared that they had experience of teaching visually impaired students while 7(28%) of them did not have this practice.

5.1.1.2. Teachers’ Attitudes

Table 5. Independent Sample t-test for Comparing Teachers’ Attitudes by Sex

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Mean diff.</th>
<th>Expected mean</th>
<th>df</th>
<th>t value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>74.53</td>
<td>15.58326</td>
<td>-2.16667</td>
<td>60</td>
<td>23</td>
<td>-361</td>
<td>.721</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>76.70</td>
<td>13.15759</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 depicts the mean score of male and female teachers across their attitudes towards inclusive education. Based on the data, teachers in both cases seemed positive as the observed mean scores of the two respondents (74.53, 76.70) were greater than the expected mean( 60). This was found using ‘No of items x the middle scale value in the questionnaire-3’. The result also shows that the mean score of female teachers (76.70) is greater than the mean score of male teachers (74.53). Following this descriptive statistics,
independent t-test was performed to examine whether this difference is statistically significant or not. As the result portrays there was no statistically significant difference between men and female teachers in attitudes.

Table 6. Independent Sample t-test for Comparing Teachers’ Attitudes by Qualification

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Mean diff.</th>
<th>Expected mean</th>
<th>df</th>
<th>t value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>20</td>
<td>73.20</td>
<td>15.3438</td>
<td>-11.0000</td>
<td></td>
<td>23</td>
<td>-1.572</td>
<td>.001</td>
</tr>
<tr>
<td>Degree</td>
<td>5</td>
<td>84.20</td>
<td>2.68328</td>
<td></td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the results obtained in Table 6, the mean score of degree holders (84.20) was greater than that of diploma holders (73.20). This difference was proved to be statistically significant as the significance level of their difference was .001. This means that teachers with degree qualification seemed to have more positive attitude.

Table 7. Comparison of Teachers’ Attitudes by Years of Experience

<table>
<thead>
<tr>
<th>Service year</th>
<th>Mean score</th>
<th>St. dev.</th>
<th>Expected mean</th>
<th>df</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10yrs.</td>
<td>76.00</td>
<td>15.71623</td>
<td>60</td>
<td>3</td>
<td>2.033</td>
<td>.140</td>
</tr>
<tr>
<td>11-20 yrs.</td>
<td>83.00</td>
<td>..........</td>
<td></td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30 yrs.</td>
<td>68.18</td>
<td>16.0861</td>
<td></td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-40 yrs.</td>
<td>82.40</td>
<td>9.3238</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>75.40</td>
<td>14.4135</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7 depicts that all teachers had positive attitude as the mean score of each service category was above the expected mean (60.00). In addition to this, it seemed to have a difference within groups. Teachers, who had 11-20 and 31-40 years of experience with the mean score of 83.00 and 82.40, respectively seemed favoring more. Those teachers with 21-30 years experience, who had the least mean score (68.18), were the last to have positive attitude following those who had 1-10 years service though this seems to be unlikely for beginning teachers. When the results of the analysis of the responses were compared within four groups of respondents, it was found out that there was no significant difference in attitudes and this was proved to be statistically non-significant through one-way ANOVA.

Table 8. Independent sample t-test for Comparing Teachers’ Attitudes by Workload

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Diff.</th>
<th>Expected Mean</th>
<th>t value</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 sections</td>
<td>9</td>
<td>79.44</td>
<td>12.40</td>
<td>6.3194</td>
<td>60</td>
<td>1.055</td>
<td>23</td>
<td>.303</td>
</tr>
<tr>
<td>4-6 sections</td>
<td>16</td>
<td>73.13</td>
<td>15.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 8 indicates that all in all the two groups of teachers in relation to their work load were found to be positive in their attitudes. It was, however, observed that those teachers who had less load, i.e., 1-3 sections (m=79.44) seemed to be more positive than those who were teaching 4-6 sections (m=73.13). But their difference was not statistically significant as the p value (.303) is > 0.05.
Table 9. Independent Sample t-test for Comparing Teachers’ Attitudes by Class Size

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Diff.</th>
<th>Expected Mean</th>
<th>t value</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-50 sts</td>
<td>13</td>
<td>77.38</td>
<td>10.92809</td>
<td>4.13462</td>
<td>60</td>
<td>.709</td>
<td>23</td>
<td>.485</td>
</tr>
<tr>
<td>51-60 sts</td>
<td>12</td>
<td>73.25</td>
<td>17.70015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 9 portrays that teachers in both categories were positive in teaching visually impaired students in inclusive setting as the mean value in both cases was greater than the expected value (60). Though teachers who were teaching smaller classes seemed more positive than those who teach relatively larger classes, the t-test ($t=.709$, df 23, $p<0.05$) proved that there was no statistically significant difference in attitudes between the two groups of respondents.

Table 10. Independent Sample t-test for Comparing Teachers’ Attitudes by Training

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Mean diff.</th>
<th>Expected Mean</th>
<th>t value</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained</td>
<td>12</td>
<td>78.25</td>
<td>12.0010</td>
<td>5.4808</td>
<td>60</td>
<td>.948</td>
<td>23</td>
<td>.042</td>
</tr>
<tr>
<td>Untrained</td>
<td>13</td>
<td>72.77</td>
<td>16.3664</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The t-test results in Table 10 indicate that though both trained and untrained teachers had positive attitudes, they differed significantly in their attitudes as the p value (.042) was less than 0.05.
Table 11. Independent Sample t-test for Comparing Teachers’ Attitudes and their Experience of Teaching Visually Impaired Students

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Mean diff.</th>
<th>Expected Mean</th>
<th>t value</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have exp.</td>
<td>18</td>
<td>83.06</td>
<td>6.9998</td>
<td>27.3413</td>
<td>60</td>
<td>8.433</td>
<td>23</td>
<td>.000</td>
</tr>
<tr>
<td>Have no exp</td>
<td>7</td>
<td>55.71</td>
<td>8.0149</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P < 0.05

Table 11 reveals that teachers who had experience of teaching visually impaired students in their classes were found to be positive (m=83.06) while those with no experience were negative as their mean value (55.71) is less than the expected mean (60), and this difference was found to be statistically significant (t=8.433, df=23, p<0.05).

5.1.1.3. Teachers’ Beliefs

Teaches’ beliefs are important for understanding what they are doing and determine or influence the expected outcome. In order to assess what English language teachers believe when they teach VISs in inclusive settings, pertinent items were generated in the questionnaire, calling for teacher-respondents to indicate their degree of agreement or disagreement.

Table 12. One Sample t-test Results on Teachers’ Beliefs

<table>
<thead>
<tr>
<th>Teachers’ beliefs on</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Expected mean</th>
<th>t value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabilities/ VISs</td>
<td>25</td>
<td>26.60</td>
<td>3.3166</td>
<td>21</td>
<td>8.442</td>
<td>24</td>
<td>.000</td>
</tr>
</tbody>
</table>
Table 12, in all cases, signifies that teachers had strong belief on disabilities and visually impaired students, and inclusive education in the light of its benefits and requirements for being successful. This is supported by statistical evidence that the mean scores of all were greater than their respective expected mean. Hence the mean score of disabilities/ VISs was 26.60 whereas the expected mean score was 21. Similarly the mean scores of teachers’ belief with regard to benefits of inclusion and the requirements were 16.04 and 41.56 with the expected mean scores 12 and 33, respectively. It could also be observed from the results that all are said to be statistically significant.

As far as benefits of inclusive education are concerned, Teachers with the mean score 16.04 which was greater than the expected mean 12, with a significant p value (P<0.05), believed that inclusive education has benefits. These benefits could be not only for VISs but also to other students believing that inclusive education ensures equality of provision of education. Moreover, they were of the opinion that inclusive education is more cost effective than special education.

The table also reveals that teachers’ beliefs go with the requirements essential for implementation of inclusive teaching. This was illustrated in the data that the mean score was 41.56 which was greater than the expected mean, 33, with significant p value (< 0.05). In this case teachers seemed to realize that, inclusive education requires
collaboration among teachers, school administrators and parents and a similar collaboration between SNE teachers and regular teachers involved in inclusive teaching, to teach students with visual impairments. They also seemed to grasp the importance of training for teachers, the employment of different methods of teaching to address the needs of VISs, and creating opportunities for teachers to modify the syllabus and teaching materials while teaching.

5.1.1.4. Teachers’ Practice

The items in the teachers’ questionnaire were compiled considering multiple evaluative factors to measure how frequently teachers address the needs of visually impaired students while teaching English in inclusive settings. In the following table summary results were presented applying one sample t-test to show the significance level of the observed mean scores and the expected mean across each category.

Table 13. One Sample t-test Results for Teachers’ Practice of Inclusive Teaching

<table>
<thead>
<tr>
<th>Practice related to</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Expected mean</th>
<th>t value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ concern</td>
<td>25</td>
<td>6.64</td>
<td>2.1772</td>
<td>6</td>
<td>1.470</td>
<td>24</td>
<td>.000</td>
</tr>
<tr>
<td>Motivation &amp; support</td>
<td>25</td>
<td>17.08</td>
<td>2.8567</td>
<td>15</td>
<td>3.641</td>
<td>24</td>
<td>.000</td>
</tr>
<tr>
<td>Follow up &amp; assess.</td>
<td>25</td>
<td>7.20</td>
<td>1.5000</td>
<td>6</td>
<td>4.000</td>
<td>24</td>
<td>.000</td>
</tr>
<tr>
<td>Teacher-par. r/ship</td>
<td>25</td>
<td>3.32</td>
<td>1.1804</td>
<td>3</td>
<td>1.355</td>
<td>24</td>
<td>.188</td>
</tr>
<tr>
<td>Strategy/approach</td>
<td>25</td>
<td>34.44</td>
<td>3.8846</td>
<td>27</td>
<td>9.576</td>
<td>24</td>
<td>.000</td>
</tr>
</tbody>
</table>
Table 13 above depicts that although the mean score (6.64) for teachers’ concern was slightly above the expected mean score (6) it was found to be statistically significant. This implies that teachers seemed to consider the needs of VISs when planning lessons and give attention to the presence of VISs while delivering these lessons in English classes.

It could also be observed from the table that teachers claimed they motivate and support VISs as the observed mean score (17.08) was greater than the expected mean (15) and this was found to be statistically significant. This shows that teachers tend to encourage VISs to participate in co-curricular activities such as language club. They also devote their time to support VISs so as to compete with other students and allow them to reflect what they have learnt in class.

Related to teachers’ practice of follow up and assessment the observed mean score (7.20) was found to be greater than the expected mean score (6) with significant difference. In this case teachers seemed to closely follow up the participation of VIS in class and assess their performance properly.

With regard to preparing and adapting teaching materials the table depicts that though the observed mean score (9.04) was slightly less than the expected mean (9) this was not found to be significant. But this may indicate an area of improvement on the side of teachers to do more on improving their experience of adapting written assignments to Braille, and practice of making assistive technologies accessible to VISs, which of course needs training.

As the table indicates concerning with teacher-parent relationship, the observed mean score (3.32) was found to be greater than the expected mean (3) but this was not found to be
statistically significant. This may indicate that though this relationship is believed to be an essential element in inclusive education, it might not be effectively practiced well as it was expected.

In the case of strategies teachers employ in inclusive classes, the data show that teachers seemed to apply different strategies to address the needs of VISs as supported by statistical evidence that the observed mean score (34.44) was found to be greater than the expected mean (27) and this difference was statistically significant. This implies that teachers allow low vision students to sit in the front, and use large fonts while writing on the chalk board to enable them read comfortably, assign sighted students to help VIS when doing different activities, read what they have written on the board while teaching, use concrete examples to facilitate the way VISs understand concepts, and use multi-sensory approach to create conditions for learning.

Table 14. Correlations of Teachers’ Beliefs, Attitudes, and Practice (N= 25)

<table>
<thead>
<tr>
<th></th>
<th>Practice</th>
<th>Belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>attitude</td>
<td>.309</td>
<td>.505*</td>
</tr>
<tr>
<td></td>
<td>.133</td>
<td>.010</td>
</tr>
<tr>
<td>belief</td>
<td>-.160</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.445</td>
<td></td>
</tr>
</tbody>
</table>

*P< 0.05

Table 14 signifies the relationship among teachers’ beliefs, attitudes and their practice. Accordingly negative non significant correlation was observed between teachers’ beliefs and their practice in inclusive teaching. This means that there was no correspondence
between what they believed and what they practiced. On the other hand positive correlation was obtained between teachers’ attitude and their beliefs with a value of significance level or p value .010.

5.1.1.5. Teachers’ and Students’ Perceptions on the Difficulty Level of English Language Skills in the Context of Inclusive Teaching and Learning

The following graph compares the mean scores of teachers’ and VISs’ responses as they perceived the difficulty level of teaching and learning English language skills, that is, speaking, listening, reading, and writing, in their own perspectives.

**Fig. 1:** Comparing the Mean Score of Teachers’ and Students’ Perceptions on the Difficulty Level of English Language Skills

![Graph comparing teachers' and students' perceptions](image)

**Source:** On survey
The results, as shown in the bar graph, signify that both teachers and VISs respondents considered reading and writing as the highest challenging area in the process of teaching and learning, respectively. Irrespective of this, teachers perceived writing as the most serious problem (m=3.5) and reading as a serious problem (m=3.2) in teaching English to visually impaired students in inclusive settings. Visually impaired students, however, felt that learning reading is the most serious problem (m=3.1) followed by learning writing (m=2.6) as a serious problem.

The graph also indicates that there seemed close and similar rankings of other skills. Accordingly speaking was considered a problem as compared to listening, which was not seen as a problem in the process of teaching and learning when compared to other skills.

To get clarification for considering skills as the (most) serious problem and not a problem at all, the following extended questions were raised to both respondents. The questions were:

1. Why do you think the item(s) is (are) the (most) serious problem for you?
2. Why do you think the item(s) you selected is (are) ‘not a problem’ for you?

Based on the responses obtained in answering these questions, the following summary points were compiled and presented here after.

**Summary Points from Teachers’ Reflection:**

1. Teachers rated writing as the most serious problem and reading as a serious problem while they were teaching to visually impaired students in inclusive contexts for the fact that:
a) Both reading and writing are integrated skills which require understanding scripts, in this context reading and writing using Braille. From this perspective teachers did not get any kind of training to use Braille. Because of this teachers were not comfortable to teach these two language skills addressing the needs of VISs in inclusive classes.

b) In teaching writing, giving feedback to students is part and parcel of the process. This could be effective if there is smooth communication between the teacher and students using writing as a medium. But visual impairment on students’ side and lack of skill in Braille handling on teachers’ side were considered a major barrier between teachers and VISs. In support of this one of the teachers stated the following: “I have a problem of teaching writing to visually impaired students since I cannot read their Braille writing. I cannot also comment on or correct their work.”

c) There were no supporting materials for VISs. Textbooks were also common to all students. Unless VISs get these books converted to Braille with enough copies, it would be a challenge for teachers to bear this burden.

3. As compared to other skills, teaching listening skills to visually impaired students was considered to be easier. In respect to this teachers said that VISs have special talent for listening because of this the burden of teaching listening to VISs is not as such tiresome. They also admitted that VIS are better gifted than other students to grasp ideas in the process of doing listening activities.
Summary Points from VISs’ Responses

1. Reading was considered as the most serious problem by VISs when they learn with regular students in inclusive settings. According to the responses gained, this happened to be very challenging because:

   a) VISs cannot read text books like sighted students unless they are helped by their classmates or teachers. In connection with this, one of the respondents mentioned the following: “Since learning reading requires visual ability I am always in problem to read what I need. Though I try to get readers from my classmates, I can say many of them are not that much willing to help me when I need their help.”

   b) Another problem associated with learning reading by VISs is that they are not in a position to practice reading any time independently. This makes them devoid of ability to get knowledge through reading.

A similar case was raised by VISs concerning writing. Visually impaired students consider learning writing as a serious problem next to reading. One of the respondents reasoned out the following “In order to learn writing we need to know the meanings of words, the structure of the language (grammar) and spellings but we cannot refer to these items from printed materials because of visual impairment.” Moreover, they complained that as there is no direct interaction with their teachers through the medium of writing, it would be difficult for them to do written assignments or exercises and get teachers’ written feedback.
2. In response to the question “Why do you think the item(s) you selected is (are) not a problem for you?” VISs reached the same position that learning listening could be attained with less effort. They have also a positive self image as far as listening is concerned. As a response to the question they claimed that “We do not have problem of listening though we are visually impaired. Most of the time we compensate our visual limitations by developing our listening ability.”

From these reflections it would be possible to generalize that teaching, and learning listening as far as visually impaired students are concerned can better be performed.

5.1.1.6. Demographic Characteristics of VISs Respondents

Table 15. Characteristics of VISs Respondents  
(N= 75)

<table>
<thead>
<tr>
<th>Description</th>
<th>No. of respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>54</td>
<td>72%</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>28%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-15 years</td>
<td>33</td>
<td>44%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>35</td>
<td>46.67%</td>
</tr>
<tr>
<td>21-25 years</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>26-30 years</td>
<td>1</td>
<td>1.33%</td>
</tr>
<tr>
<td>Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>26</td>
<td>34.67%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>12</td>
<td>16%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>21</td>
<td>28%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>16</td>
<td>21.33%</td>
</tr>
</tbody>
</table>
Table 15 portrays that 54 (72%) were males and 21 (28%) females. As far as their age is concerned 33 students (44%) fall between 11-15 years whereas the rest who range from 16-30 (56%) were over aged as compared to the age of school children at national level, i.e., children begin regular school at the age of seven. Their delay might have been caused due to lack of support or opportunities.

In terms of their grade distribution 26 students (34.67%) were from Grade 5. This is a transition grade for second cycle (Grade 5-8, according to the structure of Ethiopian education) of primary education. Other students were also distributed to each grade but their number varies from grade to grade.

As the table shows there are two kinds of visually impaired students, namely partially impaired students who constitute 22.67%, and fully impaired students, who compose majority of the respondents (77.33%).

The table also portrays that only 3 (4%) students live with parents whereas the rest are dependent on external support, i.e. 21 (28%) attend their education in a regular school living with guardian while 51 (68%) students live alone getting economic support from the government (See the interview part).
From the characteristics of visually impaired students’ respondents it would be possible to conclude that lack of access for education is an economic one. This means that visually impaired students can attend schools if they get support in any form and from any source. In this respect visually impaired students may want to pursue education with dual purposes. In the first case they may take attending regular schools as an opportunity to get economic support as a means of survival. In the second case they may realize the importance of education, that is, unless they learn they cannot change their life. Because of this most of VISs are not living with their parents, they go to towns, leaving their birth place in search of support and access for education.

5.1.1.7. VISs’ Responses on Different Issues

Table 16. VISs’ Responses on Different Issues Applying Z-test

<table>
<thead>
<tr>
<th>Reflections on</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Expected mean</th>
<th>z value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude toward IE</td>
<td>75</td>
<td>21.05</td>
<td>2.7455</td>
<td>15</td>
<td>19.094</td>
<td>74</td>
<td>.000</td>
</tr>
<tr>
<td>Self-perception</td>
<td>75</td>
<td>18.01</td>
<td>3.0157</td>
<td>15</td>
<td>8.653</td>
<td>74</td>
<td>.000</td>
</tr>
<tr>
<td>Teachers’ Inc. practice</td>
<td>75</td>
<td>26.93</td>
<td>5.7241</td>
<td>24</td>
<td>4.438</td>
<td>74</td>
<td>.000</td>
</tr>
<tr>
<td>L. Strategy</td>
<td>75</td>
<td>13.52</td>
<td>1.8553</td>
<td>9</td>
<td>21.099</td>
<td>74</td>
<td>.000</td>
</tr>
<tr>
<td>Support</td>
<td>75</td>
<td>5.24</td>
<td>2.3356</td>
<td>6</td>
<td>-2.818</td>
<td>74</td>
<td>.006</td>
</tr>
</tbody>
</table>
As shown in Table 16 VISs seemed to have positive attitudes towards inclusive education as the observed mean score (21.05) was greater than the expected mean (15) and this was found to be statistically significant. This may signify that VISs were comfortable with working in groups and cooperative learning. They were also in favor of teaching disabled students with regular students by considering this as a human right and accepting inclusive teaching as a better one for VISs.

The table also depicts that VISs tend to have positive self-image (perception). This was supported by the statistical evidence that the observed mean score (18.01) was above the expected mean (15) and this was found to be statistically significant. In this case VISs seemed to feel that they develop confidence when they learn with regular students. They also seemed confident to secure good marks as they compare themselves with other students. In a similar way they seemed to have a feeling that they perform equally with other students in learning English.

According to the data observed in the table in relation to teachers’ practice, as the mean score (26.93) was greater than the expected mean (24) with statistical difference, VISs seemed positive towards teachers’ practice. This implies that they seemed comfortable with the English lesson, encouraged by the English teacher to raise and answer questions in class, get enough time during examination and when they do activities, encouraged by their English teacher to participate in school activities like language club, encouraged to reflect what they have learned, get explanation from the English teacher when he/she is writing on the board in class, and get clear instruction when taking exams.
With regard to learning strategies VISs employ in attending classes with regular students in inclusive settings as shown in the table, there was a significant difference between the observed mean score, i.e., 13.52 and the expected mean, i.e., 9. This implies that VISs try to improve their English through interaction. They also ask their teachers for clarification and classmates for help in doing activities. This would be taken as their strength to learn more and cope with other students.

In the case of getting support the data reveal that though the p value was seen below 0.05, that means no significant difference since the observed mean score (5.24) was greater than the expected mean (6). This shows that the degree of support VISs get from school administration and parents in inclusive setting was less, i.e., it was less than expected.

5.1.2. Findings of the Qualitative Data Analysis

5.1.2.1. Responses from School Directors

In order to investigate how inclusive teaching is practiced in the second cycle schools, open-ended questions were prepared and presented to principals since they were immediately responsible persons to execute the program. Five principals from different schools were asked to explain their views on each question. Generally their responses were summarized and compiled in the following.

1. How is SNE in general and IE in particular run in your school?

According the responses obtained from school directors based on this question, schools vary in the nature and ways of practicing SNE and IE. In three schools such as Tigil
Fire, Tsadiku Yohannes, and Sertse Dingil both programs are run along with the regular program. SNE program is meant for disabled children who are admitted to learn in separate classes. In this program children learn sign language, Braille reading and writing, with the help of trained teachers on SNE. The duration of the program is up to four years except for visually impaired students, which is only three years. SNE program is organized as a special unit which is relatively better funded as compared to inclusive education program.

Inclusive education is practiced beginning from grade four for visually impaired students and grade five for other disabled children such as hearing impaired children where there are units of SNE. All schools which do not have units of SNE admit disabled children in any grade without any restriction. In this respect the three schools such as Kebele 19, Atse Fasil (North Gondar Zone) and Dil Chibo (Bahir Dar Zone) general schools admitted visually impaired students to attend classes with regular students without considering their background knowledge of using Braille.

2. What are the resources available in your schools to support inclusive teaching?

All schools which were included in the study were not the same in status of their support and accommodation of VISs. Some schools which had SNE units were in a better position as they were implementing SNE program by having trained staff on SNE, and better connection with NGOs. There were also SNE departments in these schools which were working mainly in separate classes. According to school directors these units and departments in schools could not obtain enough support to the inclusive teaching as there were no coordinated actions to integrate both special units and inclusive practices.
With regard to availability of materials all school directors commonly agreed that there were constraints of materials to support visually impaired students by fulfilling their needs in all aspects. Some of them stated that though they have made attempts to get material support such as paper for Braille, stylus, slate and Braille from NGOs these obtained materials could not solve the problem as the demand for these was high.

In some schools such as Tigil Fire and Sertse Dingil a number of copies of English textbooks such as English for Ethiopia Grade 5-8 were available. But these were the only Braille script materials available in the resource center. Because of this most of the time visually impaired students depended solely on printed textbooks which were distributed to each student. To use these materials VISs were frequently forced to depend on others for reading and this was not possible all the time. In connection with this few schools have made arrangements for VISs by assigning readers with incentive from the allotted money obtained from donor organizations. But this was unlikely for all schools as their provision of resource was very limited.

3. Is there any organization (NGO) which supports inclusive education? If yes, what kind of support does the school get? What about from the government (District education office, Zone, Region, and MOE)?

According to the interview conducted with the school directors, it was made clear that there was no budget allotted to support especially inclusive education. As indicated in the characteristics of VISs’ respondents (Table 15) 96% of them were living away from parents. This implies that visually impaired students could learn in inclusive settings as
long as they fulfill their basic needs. Considering this in four schools every visually impaired student gets 240-300 Eth. Birr (currently 43.2-54 US dollar) per month from the Regional government. This was considered by school directors as a special privilege for VISs since this opportunity was not given to other disabled students like hearing impaired students. Another kind of support stated in the interview was that in the two schools (Kebele 19 and Atse Fassil) VISs have got support from NGO, Kidus Rufael Boarding School. This support included food, shelter, and stationary materials.

In some cases though not practiced commonly, searching resources was initiated by some school directors by preparing a project and submitting to NGOs. A donor organization such as Cheshire Home was mentioned as an example which provided materials such as slate, paper, mentioned in this respect. But this kind of support was not timely, frequent and reliable as directors mentioned.

4. Was there any kind of training for teachers, school administrators, and disabled students on SNE/IE?

There were similar situations in all schools as far as teachers’ training is considered. All school directors interviewed responded that inclusion of students with disabilities has begun in schools just to create conditions for those who lack opportunities for learning because of their disability. They also believed that this must be practiced by trained teachers. In this connection the fact that there was no teacher who was formally trained in SNE to work in inclusive settings mentioned by school directors. Considering this situation some of them responded that training teachers on how to address learners’ needs
with disabilities was their primary concern. Hence, they have made attempts to organize orientation workshops but they could not do this effectively due to financial constraint.

5. **How do you assign English language teachers to teach in inclusive classes? Is there anything to consider while placing disabled/visually impaired in a class?**

From the responses gained from school directors there wasn’t any special consideration in assigning teachers to teach in inclusive classes. All English teachers would be assigned to each grade depending on qualification. In contrast, the placement of VISs was based on their number. With regard to this all school directors interviewed emphasized that the enrollment of VISs in the school has its own effects when the number of VISs is large since it imposes a work load on the teachers’ side during assessment and evaluation. Because of this teachers were observed to be resistant to accommodate a large number of VISs in their class. Hence, it was a common practice to consider the number of VISs when assigning teachers in inclusive classes.

6. **Is there any problem the school faces in teaching disabled students in general and VISs in Particular? (For example, attitude, fund, curriculum, training and coordination)?**

Many points were mentioned by the school directors referring to challenges schools faced when implementing inclusive education. The most pronounced problems reflected were:

1. There was no clear guideline for implementing inclusive teaching by addressing disabled students.
2. In some cases there were attitude problems which negatively affect the involvement of visually impaired students. These were reflected in many ways by teachers, regular students and the school community at large.

3. Lack of resources or limited provision of materials such as audio cassettes, Braille, and papers was a common problem which hampers the teaching and learning process.

4. There was no or adequate budget allocated to support schools activities to run SNE and inclusive programs.

5. Administering tests and final exams was considered a challenge by school directors. According to their response, teachers were not comfortable to bear this workload. But VISs had complaints on the process of assessment and they mentioned that they did not get fair treatment like other students.

6. In schools where SNE units were available, though there were opportunities to organize short term training as part of CPD program at school level, this could not be effective due to lack of financial support.

7. Lack of coordination between teachers in SNE units and teachers in inclusive setting was considered an obstacle to bring mutual cooperation and common understanding in their work of meeting the needs of learners with disabilities.

7. What do you suggest the concerned bodies should do to facilitate situations for VISs to cope with other regular students in learning English?

The school directors gave emphasis to the following as determinant factors to facilitate situations for VISs to enable them learn English effectively.
1. Every school involved in implementing IE to address the needs of learners with disabilities in general and VISs in particular should seek better opportunities to raise the economic capacity of the school so that they can support VISs with necessary materials and facilities, organize well furnished resource centers, and enhance the teaching and learning process.

2. Prepare a project by making contact with NGOs and individuals so as to get any possible support in a sustainable way.

3. Have a plan to involve all school communities to bring attitudinal change towards disabilities and VISs in particular.

4. Organize SNE departments where they were not in existence or strengthen the existing departments and work closely with concerned bodies and students.

5.1.2.2. Responses from VISs

The interviews were conducted with four students from each school (one from each grade) and a total of 24 VISs were involved willingly in answering the following questions.

1. With whom do you live? How often do your parents/guardians attend parent teacher association (PTA)? Explain.

According to the responses of VISs to this question, many of them were living alone or getting help from a charity organization. Those living alone get support (240-300 Eth. Birr per month) from the Regional State. But this support, they refrained, was far from covering their basic needs as the cost of living was high. Because of this they could not
afford all the expenses they need to attend schools. Furthermore they stated that as they were living alone they did not have any family who deal with the school on behalf of their concern. Those students who were under their guardians were guided and get all the necessary nursery services like parents.

2. What is different about being in a regular education classroom now, as opposed to being in a separate special education classroom in the first cycle of primary education? Why?

Almost all interviewees were in favor of learning with regular students. They stated that inclusion is helpful for them specially to learn English better. Referring to this one of the respondents mentioned the following: “By learning with other students I can get support from my classmates like reading passages and exercises in the English class… I get also opportunities to practice speaking with my classmates.” They also reflected their impression of learning English language in connection with this. They mentioned that they have a strong desire to learn English because it is a key to learn other subjects in future.

In contrast to this, they mentioned that when they were learning in a special class there was a close follow up and support from their teachers who were trained in SNE but this did not continue in the second cycle.

Some of the respondents also mentioned that in inclusive class unless they get their own materials converted to Braille, they always get into trouble when they want to do exercises and assignments like other students. Because of this, they never do exercises
unless they get readers. Irrespective of this, they mentioned that when group assignments, which carry marks, are given they actively contribute their share without hesitation.

Respondents had also a special concern about their assessment and evaluation by their teachers. According to their reflection, there was no difference in setting tests and exams in the items included. No additional time was given to them to compensate at least the time spent for reading questions and coping answers.

In addition to this, VISs seemed not that much convinced about the marks given to the practical work of the assignment. Since they cannot be fully involved in such kind of work due to visual impairment they would like to be evaluated by doing alternative tasks. For example, one respondent suggested the following. “We should be asked orally to check whether we have understood the subject or not instead of sticking to practical work.”

According to their response different strategies were employed to ease the burden of teachers during exams though these were not also free from the complaints of VISs. These were:

1. Assigning other students to read questions and write answers on the answer sheet during exams. But this happened to be ineffective when the level of students who are assigned to do this task is low for reading and writing. According to some of the interviewees some students are not good at English because of this they never read and write properly, they rather create confusion and lead VISs to wrong answers. There are also other students who are not that much cooperative, especially if the assigned students
are from the same grade. One respondent states the following: “Due to competition, these students deliberately lead VISs to wrong answers.”

2. Subject teachers who have been assigned to teach in inclusive class are responsible to give tests and final exams to VISs. Because of this the subject teachers will be required to give tests or exams simultaneously if there are two or more VISs in the class. In some cases, as some VISs explained, teachers use ‘sign language’ or ‘finger code’ in multiple choice item questions (for example, choice ‘A’ could be represented by one finger, Choice ‘B’ by two fingers). This is done to save teachers’ time. But the problem of this technique is that among the examinees there may be low vision students (This may happen many times) who can exploit this. Because of this many of VISs are against this practice. According to the interview conducted with one of the school directors, this problem has got attention of the school administration and now it is discontinued.

3. In some schools where there are SNE units with trained teachers, final exams are set using Braille, and VISs directly take the exam independently. Their exam papers are also corrected by trained teachers. This is a favored practice by all respondents as they are free from external influence and benefit more from various perspectives.

3. How do you feel about your performance in learning English as compared to the performance of your classmates in inclusive setting?

As far as their performance is concerned VISs seemed confident in the process of learning English when they compare themselves with their peers. This was particularly evidenced by marks they get, they said. In addition to this, their teachers also witnessed
this. This enabled VISs to have good rapport with their respective English language teachers and classmates.

4. **In what extra-curricular activities do you participate? Why do you like these particular activities?**

One of the opportunities of learning and improving English language is by making students being involved in co-curricular activities such as language club. Though there were different clubs in each school, the participation of VISs was not plausible as they reflected in this interview. According to their response they were not that much encouraged by their teachers to take advantage of being a member of language club for their language improvement. Some of them even mentioned that the criteria for membership did not consider VISs and they felt this as a problem of attitude.

5. **What are the challenges you face in learning English with other students?**

The main problems mentioned by all interviewees were:

1. Material problems such as Braille and other accessories to attend classes properly, textbooks (their own) to follow lessons effectively and do activities or exercises independently, tapes and audio-cassettes to improve their English all the time.

2. Lack of enough support from classmates to read learning materials during class hours and out of class as they do not have parent support. They also stated that they never get due attention from their teachers in the efforts they make to improve their language like getting supportive materials.
3. Delivery of the lesson was also considered as a challenge by respondents. For example, teachers should read what they write on the board since VISs solely depend on explanation. The pace of the teacher was also commented on as a challenge. This means, when teachers write any note or when they give exercises, they never give enough time in which VISs get support from their seat neighbours. This is usually done after other students complete their own work. Because of this VISs complained that they become passive listeners and this will have adverse effects on their performance.

5.1.2.3. Teachers’ Responses

To conduct an interview with English language teachers open type of questions were prepared. The interview was held by involving 12 volunteer teachers who were involved in the practice of inclusive teaching. Hence, the following responses were summary results obtained from the overall scenario of the work.

1. Do you have any idea what SNE and IE means?

This question was posed to see whether teachers who were involved in teaching VISs in inclusive teaching had a clear concept or not. From the overall interview it was found out that every participant seemed to have a concept on what inclusion means. In most cases, they have understood this concept in terms of involving children who have a certain kind of problem or those who have special talent and learn together with other students. For example, the following definition was elicited from one of the attendants of the interview. “Inclusive education means to mix or integrate children who have problems including
those who have special talent, and teach them together.” Other respondents had also more or less similar conception but they mainly associated it with disabilities.

2. What do you think is the importance of teaching VISs with regular students?

When answering this question they mentioned generally the following as benefits of teaching children with visual impairments with other regular students.

1. Visually impaired students have intelligence to grasp ideas and many of them are fast learners but since they are visually impaired they face problems to do every task independently and they need at least readers in the process of learning. But this is a problem for a single teacher. Hence if we make them learn with other students they will get support from their classmates and get access through having their own Braille.

2. By learning with other regular students VISs can bring better results, learn social skills, and develop confidence.

3. What kind of needs visually impaired students have in learning English in your class?

In connection with this question, teachers uniformly appreciated the interests of visually impaired students. The common expression used by teachers could be summarized as VISs have a great interest to learn English. Because of this they are attentive in the lesson; they ask questions; and they never quit asking questions until they have understood. From this response it would be possible to deduce that teachers seemed to have positive attitude towards visually impaired students.
4. What kind of support do you give to VISs in learning English better?

Most of the respondents were of the opinion that they didn’t give much to support VISs. As teachers reflected in the interview, VISs have diverse needs which cannot be solved within the scope of teachers’ capacity. VISs need, for example, text books, supplementary materials, and audio cassette which help them improve their English. With regard to provision of support some respondents directly stated the following: “It is difficult for teachers to accommodate the needs of VISs as they are working with poor or no resources.” According to teachers’ statements the possible ways in which they can help VISs were:

   a) assign able students to read them during the lesson,

   b) allow them to attend extra class when they have free period like chemistry and math classes since they never learn these subjects, and

   c) devote their time out of class to answer questions and give response to VISs’ query related to the lesson.

5. What are the opportunities available in teaching English in inclusive classes in your class?

Teaching in an inclusive class implies the presence of a certain number of students who need special attention. In this respect, teachers seemed uncomfortable to say that they are teaching in a situation where the needs of VIS are met. According to their response there was no special consideration to make the class more inclusive by fulfilling all possible
requirements. Because of this they teach English without getting any additional supportive materials other than the ordinary textbooks.

6. **What are the challenges you face in teaching English to visually impaired students in inclusive class?**

Various points were mentioned with regard to challenges teachers faced while teaching in inclusive settings. These were:

1. Lack of adequate training on SNE in general and IE in particular to have clear theoretical bases for addressing special needs students like visually impaired students.
2. Lack of pedagogical insight about how to teach English to students with diverse needs.
3. Unable to communicate with VISs due to lack of skills of reading and writing through the use of Braille.
4. Assessing VISs’ performance during continuous assessments and final exams.
5. Lack of smooth contact with SNE teachers to share experience and surpass difficulties.

**5.1.2.4. Responses from SNE Implementer**

To complement all the necessary data an interview was conducted with SNE implementer in the REB. Accordingly the following responses were collated from the interviewees.

1. **How is SNE in general and IE in particular practiced in the Amhara Regional State?**

According to the responses obtained, it was stated that SNE in many schools has been introduced in support of disabled students at various levels and types. This program
works in special units. All in all, the interviewee stated that there are 143 units in the region. Among these some are restricted to admitting one type of disability (like visually impaired or hearing impaired students) and others two or more types. This means there is no distinction in addressing the needs of disabled students. All types are accommodated in schools.

With regard to IE the SNE implementer stated following:

In the region there is only one non-government school called ‘Serako’ (Chilga Wereda- administrative district) which could be taken as a model for inclusive education. Other schools though they admit disabled students, their capacity in accommodating the needs of SNE students is not satisfactory. They have limitations in the practice of implementing inclusive education.

2. What are the problems associated with implementing inclusive education in the region?

In answering this question the respondent stated that trained man power to guide and run the program at all administrative levels in the region, lack of training on the concept and implementation of inclusive education, and lack of resources to finance the program could be taken as major ones.

3. Is there any budget allocated to support inclusive program?

With regard to this question it was mentioned by the SNE implementer that the Regional Government has allowed 240-300 Eth. Birr (currently 43.25 USD) each per month to support VISs who are attending the inclusive program but this does not apply to other
types of disabled students. She also stated that in the REB plan 0.2% of the budget is allotted for SNE program but in the actual use of the budget school directors assume that the budget sent to schools is meant only for SNE and does not includ IE.

4. Is there any plan from the REB to improve conditions for the practice of IE?

In connection with this question, the SNE implementer stated that there is a plan to organize resource centers adequately to support SNE and IE, to assign itinerant teachers and to assign trained men in education offices at various levels.

5.1.2.5. Findings of Observation

This part includes the findings of classroom observation which was conducted with the intention of assessing the practice of inclusion targeting the needs of visually impaired students in ELT settings.

All in all five teachers from five schools were observed based on their willingness. An attempt was also made to get representatives from each grade, i.e., from Grade 5-8. The observation was conducted using lesson observation checklist which mainly focused on:

1. Classroom setting
2. The participation of VISs
3. Delivery of the lesson (classroom management, method of teaching)
4. Teachers’ follow up and motivation
5. Availability of teaching and learning materials.
1. Classroom Setting:
The class size in all classes observed ranged from 40 to 56 students, and this was considered manageable by the teachers. Students sit in class in threes at each desk. In this classroom setting VISs (2 or 3 students in a class) were also made to sit together with sighted students randomly to get support from their peers. This arrangement was fixed and not carefully planned by teachers. That means it was unlikely for VISs to sit with active students who could give them better support.

Other students used text books when they were doing class work. But VISs depended mainly on others since they did not have their own materials converted to Braille to do activities or exercises. Consequently, they were seen becoming idle in class most of the time. Because of this they had to wait for the teacher to give explanation or discuss answers on what has been given as class work or homework.

2. Participation of VISs
The participation of VISs was solely teacher initiated. VISs were observed to withdraw from participation due to lack of enough support (getting readers) to do any given task. In this case, they were not seen raising their hands for participation like other students. This may indicate that unless teachers are aware of this situation, the mere physical presence of VISs does not bring any kind of change in the process of learning English language. It could have a devastating effect on the process of their learning.

3. Delivery of the Lesson
In all classes observed, teachers’ voice was audible which could enable any students follow the lesson closely. While presenting the lesson, teachers were verbalizing the notes while writing on the board. This was a good strategy to address the need of VISs.
But the pace of some teachers was not manageable for VISs. This issue was raised during interview with VISs as a complaint. Hence teachers should speak slowly and give enough time to enable VISs grasp ideas and have their own notes.

Teachers were also text dependent. All used ‘English for Ethiopia’, a teaching and learning material currently used at national level for all grades. Since schools were under resourced, no attempt was made to modify the lesson or design activities or exercises to fit the situation where VIS could learn. For example, in a certain class observed, the teacher was seen beginning the lesson by referring to the picture saying “Look at what the woman is doing from the picture.” But this was meant for visual learners. The teacher must have given an explanation to compensate for what has been neglected and make VISs involved in the lesson. Similar cases were also observed in the text books at all levels (See activities selected from Grade 5-8, Table 17). In this case, this problem is not a single incident but it may happen repeatedly as long as the same material is in place.

In a reading lesson observed, reading aloud was practiced. In this lesson, students were asked to read a paragraph turn by turn. But reading aloud doesn’t mean comprehending the message but it may help students pronounce words. From the principles of reading it should be personal and silent to make readers efficient in their reading, i.e., comprehending ideas. From this perspective there seemed contradictory situations which make VISs incapable of achieving the intended outcome from the lesson. This means,

a) Though VISs, as learners should participate in the reading lesson, due to lack of their own material (Braille), they couldn’t do this and were seen inactive.
b) Though other students read aloud according to the approach of the teacher, this couldn’t involve VISs. Because of this, they would tend to focus on listening instead of on reading.

Another problem, during a reading lesson, was that other students would be busy doing exercises given in class. Because of this, it would be difficult for VISs to be engaged in such kind of exercises or activities fully with the help of their seat members. According to lesson observations made, other students were seen mainly concerned with their own work, and they would like to help VISs to do the work after completing their own work. Because of this VISs were forced to stay idle.

4. Follow up and Motivation

In most of class hours teachers were observed favoring sighted students. This was typically seen while distributing questions and giving feedbacks. All lessons observed were accompanied by class work and homework and these were discussed in class during feedback sessions. Sometimes these exercises were checked by teachers one by one. In this process the participation of VISs was minimal or null. In most of the cases, VISs were forced to follow the lesson orally. Most of the time, there was no chance of doing class work or homework as this depended on the presence and absence of scribes (readers) for them. This in turn made VISs devoid of teacher’s feedback. Teachers were observed giving feedback most of the time orally. In some cases they were seen correcting students’ work. But VISs could not get this chance due to lack of common medium of communication, i.e., inability to read and write Braille codes. This also made
them hopeless in getting encouragement and constructive feedback which are essentially of paramount importance to their performance.

5. Availability of Teaching and Learning Materials

The teaching and learning process observed depended only on text books. In the EFL context of Ethiopia, textbooks represent the syllabus and dictate what should be taught in the classrooms. Teachers teach according to textbooks and students also get language inputs mainly through textbooks. In addition to these, students’ achievement tests and exams are designed based on the content of textbooks. In this case, the role of textbooks cannot be underestimated since it is indispensable.

Though sighted students had an access to these materials VISs were not observed using these since they were not in a position to use these materials independently. Other supporting materials or assistive technologies such as radio, tape recorder, video cassettes and others were not available in all schools. It was only in one school, the teacher used radio as teaching aid to conduct a radio lesson.

5. 1.2.6. English Syllabus Document Analysis

As mentioned in Chapter 2 English Syllabus for second cycle (Grade 5-8) content wise is organized on the basis of topic and language items. A syllabus for Grade 5 and 6 focuses on all the skills equally. They are intended to develop the students’ confidence and competency through building up sub-skills and giving them plenty of opportunities to practice.
Grade 7 and 8 syllabus is aimed to extend the range of language available to the students and develop all four skills and learning strategies so that they can become more independent learners whether they are leaving school or preparing to study in English at secondary school where the medium of instruction is English (p. iii).

In addition to this in Grade 7 and 8 syllabus students are expected to develop study skills such as summarizing and identifying main ideas from a text. In speaking and listening students describe processes and discuss current issues such as early marriage as well as ask and answer questions and recount stories and experiences.

Irrespective of all these attributes many activities favor visual learners. When activities are designed they have to consider the condition of learners. They have to address, for example, the needs of visually impaired students who have limitation of reading pictures or who are unable to read the whole. To show clearly, the following table illustrates problem areas related to activities selected from each grade.

**Table 17. Activities Selected from Grade 5-8 English Syllabus**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 5     | 1    | • Students match pictures of sports  
      |       | • In groups one student mimes an activity and other students guess what it is. |
| 2     |      | • Students look at pictures / photos and talk about what people are doing.  
<pre><code>  |      | • Spot the difference of the two pictures |
</code></pre>
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|   | • Students look at picture of what people do every day.  
  • Students make a vocabulary net work for daily activities. |
| 3 | • Students listen to a dialogue and tick a picture of items mentioned in the conversation.  
  • Students look at a map with names of shops. |
| 4 | • Students describe what they can see in pictures/photos depicting reasons.  
  • Students listen to a conversation about likes/dislikes for seasons and tick/cross pictures |
<p>| 6 | • Teacher reads out the first five sentences and students match pictures. |
| 7 | • Students draw a picture of their school campus and describe it. |
| 8 | • Teacher reads a description of a process; students listen and put pictures of process in correct order |
| 9 | • Students look at traffic signs/symbols and say/write what they mean |
| 10 | • Students read a story about a family and put the pictures in order |
| 12 | • Students listen to a story about animals and put pictures in the correct order. |</p>
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| **6** | **1** | • Students listen to a ‘fashion show’ and match the clothes described to pictures  
• In groups of eight, each student is given a picture.  
They write what the person in the picture is wearing on a slip of paper.  

| **4** |   | • Teacher shows students plants such as carrots, onions, etc. Ask questions such as ‘What is this called in English?’  
• Students listen to descriptions of traditional Ethiopian dishes and match to pictures.  

| **5** |   | • Students look at pictures from the story and try to put them in order to predict the story- Rearrange pictures in the correct order in pairs.  

| **6** |   | • Students draw a map of what their home town looked like and write sentences describing the location of buildings in the town.  

| **7** |   | • Introduce the topic through discussion using pictures or photographs.  

| **8** |   | • Teacher teaches north, south, east and west using a map.  

| **10** |   | • Students look at pictures and say words connected to pollution.  

<table>
<thead>
<tr>
<th>13</th>
<th>• Introduce the topic through discussion using pictures/photos</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>• Students brainstorm names for African countries in English and label a map.</td>
</tr>
<tr>
<td>6</td>
<td>• Students see pictures of a process and put pictures in order.</td>
</tr>
</tbody>
</table>
| 8  | • Looking at pictures, students describe how to use a simple machine (eg. Public telephone)  
   • Students look at pictures (photos) and write a sentence for each using ‘It may /might/could be…’) |
| 8  | • Students look at sporting symbols and name the sport, eg. picture of a basket= basketball |
| 3  | • Students look at pictures of a place. They are asked to identify the changes and make comparative sentences. |
| 5  | • Teacher shows a picture of a lake/river and asks students how it benefits the local population and the dangers of the lake.  
   • Students look at pictures of people and say what was happening and when (using past continuous and past simple)  
   • Students look at pictures from the story of the scientist finding a cure for bilharzias. They put pictures in the |
| 8  | • Students listen to the process of producing bags of coffee. Put pictures in the correct order to match process.  
    • The teacher shows pictures of food and students use their vocabulary networks to associate food with adjectives, people, and so on. |
| 10 | • Students listen to a description of a painting and a match to it. |
| 11 | • Describe the place- students label on an empty map. |
| 12 | • Students look at a number of pictures of technological items (light bulb) and match them to descriptions.  
    • Students look at a picture of a computer and label the different parts, eg. Key board, mouse, monitor. |

The above table shows that the learning materials (text books) which were prepared on the basis of the syllabus seemed to assume only visual learners. This means it neglected VISs. This is evidenced in such a way that out of 49 units from Grade 5-8, 28(57.14%) units included learning activities which require visual interpretation. This implies that VISs are denied the participation because of inaccessible situation.
It must be clear that textbooks are considered to be major tools for foreign language teaching. They are also ingredients in learning in the intended curriculum or syllabus. Richards (2001) cited in Ur (1996) stipulated that if teachers use textbooks as the primary source of their teaching, the teacher’s role will be reduced. Irrespective of this, there is also a need that a single book may not satisfy the needs of learners with visual impairment.

According to statistical evidence and lesson observation with regard to lack of training, there is a feeling that as teachers are text dependent, they may not show any effort to adapt the material (TB so as to fit non visual learners. Consequently, VISs will be restricted in the way they learn English. During such activities they become passive in the process of sharing ideas with classmates and never show improvement through interaction.

### 5.2. Discussion of Results

The practice of inclusive education is not an easy task. It is challenging as it demands various inputs and requirements to make the teaching and learning process effective. It also requires teachers to adhere to the principles and notions of inclusive education to fulfill their roles and responsibilities in process of involving VISs in the lesson. In this case, to investigate how inclusive teaching is practiced in the target schools an attempt was made to collect quantitative (using questionnaire) and quantitative (using interview and observation) data and do document analysis. Hence with the help of these multi-variant instruments the following outstanding results were found.
5.2.1. SNE / IE in the Target Schools

In the process of implementing SNE and IE, the target schools differed in many ways. Among the six site schools which were practicing inclusive teaching, three of them (Tigil Fire, Tsadiku Yohannes and Sertse Dingil) observed established programs for SNE units and inclusive settings, whereas the rest (Kabele 19, Atse Fasil and Dil Chibo) had only inclusive mode of delivery. This difference, which was observed from these two groups of schools, could entail the way they discharge their responsibilities and readiness to run the program. Hence schools which were running the two programs, namely a separate class for each type of disabled students and inclusive class with regular students, had a better access to support with trained staff in SNE as compared to other schools which were running only inclusive teaching.

In the case of schools with two programs, though in some cases they had SNE departments and a wider scope of addressing the needs of the disabled, they seemed to lack experience of coordinating/ integrating the two programs. According to the interviews conducted with school directors, SNE implementer, teachers, and the observation made, the two programs were not organized as one educational entity which aimed at creating opportunities for disabled students in general and VISs in particular, with a coordinated collaborative work. In this case it was observed that these schools had limitations in many aspects. The most common limitations were that:

1. There seemed no favorable condition which enabled teachers in the two programs support each other and share experiences and knowledge. It was found out from this survey that general education teachers (including English language teachers)
did not have formal training on SNE/IE. In this regard, SNE teachers who were teaching in the separate class in the first cycle (Grades 1-4) could have a role at least to transfer their experience to untrained teachers working in inclusive setting. This could be highly important for English language teachers who are responsible to lay a ground for the use of the language for general and academic purposes.

2. Very little or no effort was made to maximize sharing of resources available in SNE units to inclusive classes. In many cases educators recommended this as a reliable asset for promoting inclusive education.

As a point of remark, it should be clear that organizational structure at school level “can determine the resources teachers can use in teaching children with special needs, it is clearly an important issue in further policy decisions on inclusion (Pijil et al., 1997.12)

As far as school factors are concerned, Pijil and associates further revealed that the issues involved in organizing inclusive education at the school level are: “a structure for providing special services in schools, the role of special education, other support system decentralization, and co-operation between schools.”(Ibid)

All these entail that the target schools are behind the aspiration of inclusive education in addressing the needs of visually impaired students due to various constraints.
5.2.2. Assignments of Teachers and Placement of VISs in an Inclusive Class

According to the data obtained through teachers’ questionnaire and classroom observations it was found out that inclusive classes were formed by involving students with impairments and other regular students. The number of VISs in one class depends on the size of their enrolment in each grade. According to school directors interviewed, English language teachers would be assigned to each grade to teach in inclusive classes depending on the number of VISs enrolled in the school. As reflected in the presentation of qualitative data, the presence of a large number of VISs in a single class will have its own effectssince it imposes a work load on the teachers’ side during assessments and evaluations. Because of this, teachers were observed resistant to accommodate a large number of VISs in their classes.

5.2.3. Attitudes

5.2.3.1. Teachers’ Attitudes

The attitudes that teachers hold toward inclusion of students with disabilities in the general education are critical for the success of inclusion. In this case a survey was made to investigate the attitudes of teachers in the light of their demographic characteristics to see to what extent their attitudes would be influenced by these factors. Hence, the following results were found to be prominent in the study.

According to empirical studies reported in the literature, teachers’ attitudes tend to vary depending on various factors. In this case demographic factors such as gender, qualification, teaching experience, work load, class size, experience of teaching VISs,
and training on SNE/ IE were taken, in this study, as indicators of teachers’ attitudes. Accordingly the following findings were observed as an insight to the question under discussion.

The results obtained via independent sample t-test revealed that there was no statistically significant difference between male and female teachers in attitudes. Though both male and female teachers seemed positive in their attitudes they had a slight variation in their mean scores, i.e., the mean scores for male teachers, and female teachers were found to be 74.53, and 76.70, respectively.

With regard to teachers’ educational status, the result showed that there was a significant difference in attitude between B.A. degree holders and diploma holders as signified with their mean scores 84.20 and 73.20), respectively. This implies that degree holders were found to be more sympathetic than diploma holders.

Teachers’ attitudes appear to vary with their perceptions of the inclusion according to their teaching experience. Similar to the findings of this study, Avramids et. al., 2000 as cited in Al-Zyoudi(2006:57) revealed that “younger teachers and those with fewer years of experience are more positive of inclusion.” According to the results obtained in Table 7 the majority of teachers, irrespective of their service years, seemed to have positive attitude as the mean score (aggregate =75.4) for each category was above the expected mean (60). Though there was no significant difference among teachers with different service years, a slight difference was observed from the data that especially those teachers who had less service (1-10 years) have shown more positive attitude than those with 21-30 service years. This may indicate that since teachers with fewer years of experience were
recent graduates in the teacher education program, they might have been familiar with the
current teaching theories and methods, and so they would be tolerant of challenges in
inclusive setting.

Teachers’ work load and the size of the class may influence the attitudes of teachers.
According to the results shown in Tables 8 and 9 teachers were found to be positive in
their attitudes in both factors with slight variations. That is, teachers who had less work
load (1-3 sections) seemed to be more positive than those who were relatively loaded, i.e.,
4-6 sections as evidenced by their mean score 79.44 and 73.13, respectively. Similarly
teachers who were teaching 40-50 students (this could be small class size) had more
positive attitudes than those who were teaching 51-60 students (relatively large class). But
in all cases their difference was not found statistically significant. As far as these two
factors are concerned, by Ethiopian standard as the data indicate, these may not be a
problem as teachers were not over loaded and classes were not overcrowded, because of
this teachers did not reflect their views complaining about these as challenges in the
interview conducted with them.

Teacher education programs are helpful for teachers who are engaged in teaching the
disabled in inclusive setting. It is also essential that teacher training institutions provide
relevant opportunities for teachers to “develop personal philosophies that promote
classroom environments supportive of participation and achievement for all learners”
(Bradshaw and Mundia, 2006: 39).
Hence, the presence or absence of training for teachers will have its own effect on the success of inclusive teaching. The importance of training teachers in helping to form positive attitudes toward disabilities and inclusion has been supported by research findings. For example, Bradshaw and Mundia, (2006) reported that getting training courses in special education in the pre-or in-service program was associated with less resistance to inclusive practices. This implies that the kind of training that teachers get is helpful in shifting attitudes from negative to positive towards children with special needs.

According to the data observed in Table 10, though teachers in both categories were positive in their attitudes, teachers who have got training have developed more positive attitudes than those who have not. This was evidenced when comparing their mean scores using independent t-test; that is, the mean score for trained teachers was 78.25 while the mean score for non-trained teachers was 72.77, and this difference was found to be statistically significant as the p value (.042) was less than that of 0.05. This implies that teachers who had training were more sympathetic than those who did not get training. In other words it would be possible to state that the more teachers get training on SNE/IE, the more they develop positive attitude towards inclusion.

In connection with research studies (Shade and Stewart (2001) cited in Elhoweris and Alsheikh(2006); Leiser et al( 1994),Bender et. al., (1995), Le R and Symptom (1996) cited in Lambe and Bones (2006) assert that teachers with experience of teaching students with disabilities show more favorable attitudes toward inclusion. For example, Shade and Stewart (2001) as cited in Elhoweris and Alsheikh(2006: 115) stated that “experienced teachers or teachers who have prior experience with individual with disabilities hold more
positive attitudes toward inclusion than those who have no prior experience with individuals with disabilities.”

In association with this, the result in Table 11 indicates that there was a typical difference between teachers who had experience of teaching VISs and those who had no experience. This is particularly seen in their mean score difference, i.e., 83.06 and 55.71, respectively. This implies that teachers with experience of teaching VISs were found to have positive attitudes toward disabilities and inclusive teaching whereas those teachers who lacked this experience tend to have negative attitudes toward inclusive teaching. This difference was also found to be statistically significant.

Some research findings, for example, Lambe and Bones, (2006: 168) also assert that “Positive attitudes to inclusion and confidence in the ability to teach in an inclusive classroom can be seen as a learned process that is strongly influenced by the amount and the kind of contact teachers have with pupils with SEN.”

As can be seen from the results, teachers in most cases responded positively to the categories which show their attitudes towards inclusive education associated with disabled students in genera and VISs in particular. Though, in the literature, there is a notion that teachers may show positive or negative attitudes towards students with disabilities, (depending on the seriousness of disability) and inclusive education (depending on accessible conditions), in this study the majority of teachers tend to be positive. This might have been caused by the fact that most of them had previous experience of teaching visually impaired students, and due to a difference in qualification as shown above. From
teachers’ responses it was also found out that teachers showed a slight variation to each component though there was no statistically significant difference.

All in all it would possible to conclude that the more teachers become qualified, they tend to develop positive attitudes towards disabilities or VISs and so to inclusive education. In the same token, the more experience teachers get in teaching disabled students (VISs) in inclusive setting, the more they become tolerant to bear the challenges.

5.2.3.2. Visually Impaired Students’ Attitudes

The z-test on Table 16 revealed that VISs seemed to have positive attitudes towards learning with sighted students in inclusive classes and this was found to be statistically significant. This implies that VISs would be comfortable with working in groups with other students and apply cooperative learning by considering inclusion as a human right and accepting this as a better one for VISs.

5.2.4. Beliefs

5.2.4.1. Teachers’ Beliefs

Teachers’ beliefs about the inclusion of disabled students in general and visually impaired students in particular are the key issues which directly and indirectly affect the practice of inclusive education. To assess teachers’ beliefs and their concerns with regard to disabilities/VISs and inclusive education, one sample t-test was employed. Accordingly the overall results imply that teachers had strong beliefs on disabilities/ visually impaired students which could be reflected in their specific view( in the items) that students with
disabilities/ visual impairments get benefits academically and socially in inclusive settings and they considered this as a right. They also believed that VISs can perform equally with other students in learning English.

According to the data obtained from teachers’ questionnaire, as indicated in Table 12, in most cases teachers seemed to have a clear idea on the question of disabilities in general and VISs in particular. They also tended to express their views clearly about inclusive education with particular emphasis on its benefits and requirements or contributory factors which directly or indirectly believed to accelerate or hamper inclusive practices.

In this connection, research findings show that “teachers’ beliefs about the acceptance of inclusive education are significant predictors of the degree to which they carry out inclusive practices.” (Al-Zyoudi, 2006: 58)

With regard to disabilities many of the respondents with the mean score 4.12 have a strong belief on disabilities and visually impaired students in particular to learn in inclusive setting by considering this as their right.

Such kind of teachers’ belief may emanate from their pre –established form of understanding that “If teachers believe students problems are the result of interaction between the student (disabled student in this case), and the environment they are more able to successfully meet students needs.(Bradshaw and Mundia, 2006:36 , citing Soodak, Podell and Lehman,1998; Stanovich and Jordan, 1998) In contrast, teachers may believe that the problem is inherent in the students. Consequently, their interaction with the students or their teaching will be less effective.
Concerning the benefits of inclusive education, it was found that teachers seemed to have a clear idea that inclusive education is beneficial to VISs and it is cost effective as compared to special education.

With regard to the requirements for successful implementation of inclusive practice, teachers were found to favor collaboration among teachers, school administrators, special needs teachers and regular teachers; special training for teachers, applying variety of methods of teaching to satisfy visually impaired students, getting opportunities to modify the syllabus and teaching materials to accommodate the needs of visually impaired students.

5.2.4.2. Visually Impaired Students’ Beliefs and Strategies

Visually impaired students were found to have positive perception (self-image) towards themselves. This implies that VISs have self-confidence which is very important to be successful in their academic career. They were also found to be positive towards inclusive teaching and were able to use their own strategies to overcome barriers for learning English. With regard to getting support, the result showed that this was not in place properly. The absence or constraint of support would be the major obstacle for their learning. Lack of support in this case would be serious in teaching and learning as a foreign language.

Table 16 indicates that VISs used their own strategies in order to facilitate their own learning. In this case, they try to improve their English through interaction. They also ask
their teachers for clarification when they are not clear, and ask their classmates for help in doing activities.

5.2.5. Teachers’ Practice

As mentioned in the review of literature, teachers’ role in inclusive teaching is indispensible and this could be understood in the way they teach and the opportunities they provide to VISs to promote their learning. From this perspective an attempt was made in the research to identify teachers’ actual practice by incorporating elements that indicate what teachers must do in inclusive classes.

1. In the process of inclusive teaching, teachers’ concern for VISs is of paramount importance. This could be observed when planning and delivering lessons as these are one of the conditions to make implementation effective. In this case teachers have to be aware of the presence of (a) special needs student(s) in the class, and address special needs students’ concern appropriately during lessons.

According to the results of the study, the mean score (6.64) for teachers’ concern was slightly above the expected mean score (6) and it was found to be statistically significant. This implies that teachers seemed to consider the needs of VISs when planning lessons and give attention to the presence of VISs while delivering these lessons in English classes. Though teachers claimed having this concern, in the lessons observed teachers showed limitations on this. For example, in most of class hours teachers were observed distributing questions and giving feedbacks favoring sighted students while delivering
lessons. They were also seen teaching without modifying the content or activities to fit the needs of VISs.

2. With regard to motivation and support teachers claimed doing these as reflected in Table 13. The statistical evidence showed that the observed mean score (17.08) was greater than the expected mean (15) and this was found to be statistically significant. This implies that teachers tend to encourage VISs to participate in co-curricular activities such as language club, devote their time to support VISs so as to compete with other students, and allow them to reflect on what they have learnt in class.

This was also supported by VISs’ responses that they were encouraged by their English teachers to participate in school activities like language club, reflect on what they have learned, get explanation from the English teacher when he/she is writing on the board in class, and get clear instruction when taking exams.

According to teachers’ statements in the interview, the possible ways in which they can help VISs were:

a) assign able students to read them during the lesson,

b) allow them to attend extra classes when they have free periods like chemistry and math classes since they never learn these subjects, and

c) devote their time out of class to answer questions and give response to VISs’ queries related to the lesson.

3. One of the requirements of inclusive education is teachers’ proper follow up and appropriate assessment in addressing the needs of students with SNE. Related to this
teachers claimed that they closely follow up the participation of VISs in class and assess their performance properly. This was backed with statistical evidence that the observed mean score (7.20) for this practice was found to be greater than the expected mean score (6) with significant difference. Opposed to this claim the results of classroom observations and the responses gained from VISs through interview indicated that teachers did not give due attention to these aspects. On the one hand, VISs seemed neglected in the class as they did not have materials, and lacked equal opportunities to do any activity in the class unless they get help from peers. As indicated in the findings of classroom observation, most of the time they had no chance of doing class work or homework as this depended on the presence and absence of scribes (readers) for them. This in turn made VISs devoid of teacher’s feedback. Teachers were also observed giving feedback most of the time orally. In some cases they were seen correcting students’ work, but VISs could not get this chance due to lack of common medium of communication, i.e., inability to read and write Braille codes.

Assessment was also taken as a big issue by VISs. In this regard, VISs were of the opinion that they were not properly evaluated by their teachers whether they take tests or exams. In many cases, it was a common practice to give tests and exams to VISs either by assigning other students or subject teacher to read questions and write answers. But VISs did not seem comfortable especially with students due to different factors such as lack of ability to do this task and ingenuity of writing correct answers.

Time, as one of the requirements of inclusive education, was also another VISs’ concern during assessments. They need extra time to compensate for what has been lost in reading
questions and dictating answers when they take exams with help of other people. In this case, schools should give due attention to this and take measures to normalize situations in the process of assessing the performance of VISs.

4. Teacher-parent relationship is an essential element to create a responsible body to facilitate the way VISs learn and teachers teach in inclusive settings. In this regard, the result of the study shows that though the observed mean score (3.32) was found to be greater than the expected mean (3), this was not found to be statistically significant. This may indicate that teacher-parent relationship was not practiced well as it was expected. The possible reason for this constraint may be, as indicated in the demographic characteristics of VISs, it was reported that only 4% were living with parents. This implies that VISs are responsible for their own education which is unlikely for other regular students of the same age. The implication of this is that on the one hand, VISs are not in a position to get all the necessary parent support, i.e., academic, material, or moral support, on the other hand due to the absence of parents, the school may not have an access to work cooperatively for the support and success of VISs.

5. In the case of strategies teachers employ in inclusive classes, the data show that teachers seemed to apply different strategies to address the needs of VISs as supported by statistical evidence that the observed mean score (34.44) for this category was found to be greater than the expected mean (27) and this difference was found statistically significant.
In this case teachers claimed that they allow low vision students to sit in front, and use large fonts while writing on the chalk board to enable them read comfortably, assign sighted students to help VISs when doing different activities, read what they have written on the board while teaching, use concrete examples to facilitate the way VISs understand concepts, and use multi-sensory approach to create conditions for learning.

From these responses it would possible to understand that teachers were doing activities which favor VISs but these may be inadequate to meet the needs of VISs in inclusive context unless these become practically true. From the overall information obtained through classroom observations and interviews, there seems to be a gap between what teachers believe or claim and what they actually do. In the light of this, it would be important to mention the following factual examples to verify or refute their claims.

a) The use of multi-sensory approach by teachers is a critical issue as far as VISs are concerned. This is to say that in learning English language VISs can benefit from a wide variety of multisensory cues, instead of sticking to one type, to enhance and reinforce the meaning being conveyed in spoken and/or written language. This implies that VISs need teachers’ assistance in utilizing sensory model beyond vision more thoroughly and creatively. VISs may also use tape recordings for keeping their own accessible records of homework or assignments than relying on other sighted students to do the reading or writing for them. From this perspective teachers were not in a position to employ this due to the fact that they lack resources as reflected in the interview and classroom observation. The other one is teachers were found to be text dependent and because of this there was no
difference in teachers’ approach by considering the presence of VISs in class and no modification of the lesson.

b) Providing concrete examples when they present new language / vocabulary items is also another constraint for teachers. VISs who solely depend on the work of teachers require such kind of presentation to grasp concepts or ideas and then interpret objectively. But as observed in classrooms teachers were ineffective in employing this as they didn’t vary their method of teaching.

c) As reflected in the interview, it was found out that there was no collaborative and coordinated work between SNE teachers(Grade 1-4) and teachers of general education( Grade 5-8).This, in turn, will have an adverse effect on teachers’ teaching performance unless they consult SNE teachers when they face problems. The situation becomes even worse in the practice of inclusive education. As teachers in inclusive setting lack training, unless they are supported by SNE teachers in the school wherever available, they will not have a clear insight on how to address learners’ needs. From this perspective teachers’ response with regard to the strategies they claimed to have used may not be generally true, and may be far from the reality.

6. The syntheses of the three variables, namely teachers’ attitudes, beliefs and practice in Table 14 indicate that negative correlation was observed between teachers’ beliefs and their practice in inclusive teaching. This implies that there was no correspondence between what teachers believed and what they practiced. It was also observed that there was positive correlation between teachers’ attitudes and their beliefs and this was found to be statistically significant.
5.2.6. School Resources

According to the information obtained through various sources all target schools were under resourced to fulfill the requirements of inclusive education. Within limited resources, target schools also varied in the way they generate resources. In most cases schools which were running SNE and IE were relatively better experienced in establishing contact with NGOs and individual donors. They also benefitted from SNE unit that most of the time materials for VISs were sent to schools with these units. In this case other schools with no SNE units got nothing. This implies that schools which ran inclusive education were not in a position to satisfy the needs of visually impaired students and this could have an adverse effect on teachers’ and VISs’ activities.

5.2.7. The Syllabus and Learning Materials

Adapting a syllabus or a material and changing a given material into Braille is not an easy task. This entails special skill and knowledge of Braille use. It needs professional training so as to equip teachers with ability to do the work along with other pedagogical aspects. From this perspective the demographic characteristics of teachers in this study indicated that only 40% of the respondents have got training on SNE and IE ranging from 2 hour up to semester course with two credits. Consequently, teachers who were assigned to teach in inclusive setting seemed to have inadequate knowledge and skills of manipulating Braille to put this into practice. Due to this, teachers most of the time were seen tend to depend on text books.
According to the analysis made on English language syllabus for Grade 5-8., substantial and concrete examples were presented to show to what extent the syllabus addresses the needs of VISs. As the results show, out of 49 units from Grade 5-8, 28 units (57.14%) included learning activities which are picture based which require visual interpretation. Consequently, VISs were confined in a classroom where they could be physically present but could not actually participate. In such a situation, they were seen inactive in the process of sharing ideas with classmates and showing improvement through interaction. As indicated in the literature dealing with elements of inclusive education the physical presence of VISs in a class is not enough, it should lead to participation and achievement.

It was also examined from classroom observation that VISs could not have equal access to get text books transformed to Braille so that they can handle their own learning without being dependent on others. Though there are a few copies of materials in some schools these are not enough to adequate for all individuals. Due to the absence of these materials in some cases, VISs were forced to use ordinary text books like other regular students and so they have to depend on readers in order to use these printed materials. Because of these VISs were seen inactive in class and this problem is expected to be serious out of class.

In such situation the role of the teacher is highly important. If the teacher is knowledgeable about education of VISs he/she could work in the school with other teachers in selecting/adapting materials and methods appropriate to the needs of students.
It must be clear that the teaching and learning materials such as textbooks are considered to be major tools for foreign language teaching. They are also ingredients in learning the intended curriculum or syllabus. Richards (2001) cited by Ur (1996) stipulated that if teachers use textbooks as the primary source of their teaching, the teacher’s role will be reduced. Irrespective of this there is also a need that a single book may not satisfy the needs of learners with visual impairment.

According to the current teachers’ mode of teaching, there is a feeling that as teachers were text dependent, they did not show any effort to adapt the material (TB) so as to fit non-visual learners. Teachers were not also in a position to use other supporting materials, such as recording material on cassette tapes (reel tapes) and discs. According to Heinze in Scholl (1986:308) this material “has long been an important source of educational material for the visually handicapped child.”

Other materials are also recommended to support VISs. In connection with this Heinze cited in Scholl (1986:308) also stated that “recorded textbook material, literature, recreational and vocational information, and teacher-Made supplementary lessons allow the visually handicapped student to use an alternative and sometimes more efficient, learning channel.

5.2.8. Teachers’ and VISs’ Perceptions on the Difficulty Level of Teaching and Learning English Language Skills

In the process of teaching English language in the context of inclusion, the four language skills
(reading listening, speaking and writing) need to be approached depending on who the learners are and should be presented within a multisensory framework. According to Scholl (1986:375) “the visually handicapped student should be allowed to explore concepts via tactile methods whenever possible, and encouraged to relate her/his acquired skills and knowledge to own sensory environment.” In this case it is highly important to investigate the degree and level of difficulty of these four language skills in both sides, i.e., from teachers’ and VISs’ perspectives.

According to the results obtained, both teachers and VISs were more concerned with reading and writing though they vary in giving priority to the two skills. Accordingly teachers considered writing as the most serious problem and reading as serious problem with the mean score of 3.5 and 3.2, respectively. Visually impaired students considered reading as the most serious problem and writing as a serious problem with the mean score of 3.1 and 2.6, respectively. With regard to other skills, both respondents rated speaking as a problem and listening as not a problem at all.

This implies that on the teachers’ side teaching writing and reading result in various shortcomings for which they never bear the burden alone. As a point of justification they mentioned that due to Braille illiteracy, lack of training on SNE/IE, and scarcity of available resources they felt incapable of doing their duties effectively.

On the side of VISs, it could be important to state that students with normal vision can learn a lot through incidental and planned observation of the activities whereas VISs must have “direct access to objects, materials, organisms, procedures, and operations through a
multisensory approach in order to gain knowledge and integrate information into concepts.” (Huebner et al as cited in Scholl, 1986:375).

Now-a-days, due to technological advancement a child with visual impairment can read raised symbols and diagrams or read print words after they have been converted to tactual sensations through an electronic reading machine or auditory sensations through recorded speech. Braille in this case is a commonly used means of reading and writing which allows visually impaired people to communicate daily with other people. But the situations in the target schools were not found to be favorable to employ those assistive technologies. In most cases, VISs were seen dependent on others when they need information or do activities from printed textbooks which have not been converted to Braille or recorded.

Another problem associated with learning reading by VISs is that reading in most cases is personal and silent which requires readers’ prior knowledge and the application of different reading strategies to comprehend what has been written. In this case VISs are not in a position to practice this any time independently. As a result of this they tend to be inactive and unable to be efficient readers.

In this case, conducting a reading lesson through the support of other students may not be as such a proper way of learning reading. If other students read aloud, the role of VISs will be to listen, and this process may help them develop their listening skills to some extent but even with this there will be inherent limitations of listening as a communication tool. In the light of this, the tasks or activities which are designed to teach
reading may not be similarly appropriate for teaching listening. In short, there will be a shift in the purpose of learning reading and listening.

5.2.9. Opportunities and Challenges in Implementing Inclusive Education

5.2.9.1. Opportunities

a) Training

The classroom teacher is considered the primary resource in facilitating conditions for students with visual impairments. This requires teachers continually to refine their skills and knowledge. In this case, training teachers considering their roles is highly important.

According to the Training Policy of Ethiopia (MoE, 2008) there are different modalities of training for teachers. These include short term training (formal /informal) and long (formal) training. In the short term training regular teachers get orientation in the form of a workshop or a seminar to build their capacity in addressing the needs of SNE students in the subject they teach. On the contrast, the formal training takes place in two levels; diploma and degree levels. In the diploma program teachers who are to be trained through the linear program (grades 5-8) will major in SNE and minor in English, Amharic or Local languages, Civics and Ethical Education, History, Geography, Biology, Chemistry, Physics and Mathematics (SNE Course Catalog for Cluster and Linear Diploma Program, 2008). This diploma program designed for teachers of Grades 5 to 8 is given either on-the-job (in-service) summer training program or in the regular program.

According to Richards & Farrell (2005), in-service training focuses on teachers’ responsibilities and is aimed towards short-term and immediate goals, whereas
professional development seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers.

In the degree program trainee teachers are expected to get the necessary skills and knowledge in teaching in the secondary schools. According to the curriculum designed for teacher candidates in the Add –On Program (Postgraduate Diploma in Teaching (PGDT) Module Syllabus (MoE, 2010:3) every candidate will take a course (Introduction to Inclusive Education) with 3 credit hour and is expected to achieve the following objectives at the end of the course.

1) Identify and understand students with special needs and the learning styles of all learners in the regular classroom.

2) Possess desirable attitude towards all learners in the regular classroom.

3) Apply various assessment strategies for evidence-based teaching.

4) Adapt curriculum according to the needs of the learners.

5) Develop differentiated curriculum.

6) Identify and select appropriate instructional method that addresses the learning needs of students with special needs individually and on group bases.

7) Collaborate with parents and relevant others for the success of all learners.

8) Create and maintain successful inclusive classroom.

In addition to this, a common course in SNE is given to other trainees in the Diploma Program to give trainees introductory ideas or concepts in it.
From all these instances it would be possible to understand that Inclusive Education in Ethiopia is getting ground for better orientation and practical operation in educational settings since it addresses the needs of learners with SNE. VISs could also get better opportunities and sustainable support provided that teachers are in a better position through training to discharge their duties and responsibilities.

In this regard, according to SNEPS (MoE, 2006: 24) of the country, in order to provide appropriate support for students with special needs teachers and effectively manage inclusive classrooms, teachers “have to have some basic understanding of the philosophy and assumptions underlying inclusive educations policies and practices, the nature of barriers to learning and participation and the principles underlying different strategies that can be used to address them.”

b) Policy and SNE Program Strategy

The Ethiopian constitution accepts the international declaration and conventions, and states education as a human right. To reduce the existing gap, i.e., in providing access to all children and actualizing SNE and Education For All, the Ministry of Education has developed SNE Program Strategy. This strategy, according to the document (MoE, 2006:63)

- provides an overview of the current situation of SNE,
- defines national objectives, strategic priorities and division of responsibilities,
- identifies resources and possibilities for cooperation,
- proposes key elements for inclusive education system development, and
• analyzes favourable factors, constraints, risks and possible solutions.

It is also further noted that this strategy “shows the direction for development of inclusive education and special needs education services that are open to all learners.” (Ibid) In general, it is intended to improve the provision of educational services to children with special needs based on the principle of inclusion.

c) Support

With regard available support to inclusive education there are over 30 organizations which promote inclusive education or support students with disabilities who study in ordinary schools. Among these, four of them are directly involved in supporting visually impaired students. The financial support of ANRS to VISs is also crucial in motivating them to attend schools in the region.

d) Other opportunities

Visually impaired students presently have a better access to join in the neighboring regular schools. As a result, their number is increasing from time to time. The attitudes of teachers and sighted students seemed also improved as evidenced in the following:

a) Teachers have come to realise that VISs are capable of performing equally like other students; they appreciate their performance in many instances.

b) VISs seemed to have a good rapport with their classmates and get support to read printed materials in class.
5.2.9.2. Challenges in Implementing Inclusive Education

In order to implement inclusive education successfully, all necessary conditions need to be fulfilled as much as possible. These requirements are not, of course, expected to be achieved overnight. They depend on the economic condition of the country. But the basic ones need special attention to meet the goal of incisive education. From this point of view respondents were asked to express challenges which they frequently face in the process of teaching visually impaired students in inclusive settings in the context of English language teaching and learning. Hence, the following were thought to be prominent ones.

1. No clear guidelines which clarify the concept of inclusive education and its implementation.

2. Lack of resources for teachers and students- such as teaching aids, supplementary materials and text books which are Braille transformed.

3. Scarcity or lack of budget to accommodate the needs of VISs in the inclusive program. Among the external factors which affect daily school practice, funding (budget) provides the framework within which schools can operate( Pijil et al,1997)

4. Lack of training on SNE in general and IE in particular in the context of subject areas like English: Teachers need knowledge and understanding of disabilities in general and visually impaired students in particular if they are to feel competent to teach these children and to receive them willingly into their classes. But teachers were not found to be confident in fulfilling their duties and responsibilities in teaching VISs in inclusive settings. In this case they seemed incapable of identifying and understanding the needs of VISs, unable to adapt the
syllabus, materials, and methods in the process of teaching, and adjust their mode of assessments.

5. Barriers of communication between teachers and visually impaired students: There is no common medium in writing and reading. The use of Braille or lack of skill how to use Braille gives rise to a barrier for communication.

6. Ineffective use of the available resources due to lack of coordination between SNE units and IE classes.

7. On the side of VISs, lack of adequate support from classmates and school community is considered as common phenomena. Due to lack of material support they tend to depend on others for reading and writing, and this in turn erodes their confidence.

8. Problem of Assessment: Taking examinations means much more stress for VISs. They may fail examinations not because they do not know the subject they are being tested in but rather they cannot read examination papers and express themselves in writing. As a result of this, most of the time VISs take tests and exams with the help of an assigned person or the subject teacher. But this arrangement demands time, and concern from supporters. With regard to this situation VISs reported that they were not comfortable especially with their peers’ ability to do the task. VISs felt that some students are inadequate in English language – they are not efficient in reading questions and writing down answers which will be corrected by the teacher. Hence, they feel uncertain about securing good marks.
As indicated in the introduction part of this chapter the empirical findings of the research were presented in this chapter. The findings were also substantiated with earlier findings and specific sites and contexts of the study. On the bases of these findings summary results, conclusions and recommendations are set in the forthcoming last chapter of this study.

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