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## EFL in Education Planning for Visually Impaired in Egypt: an Experimental Case Study

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### Abstract

The current study is an experiment for a new method of planning for English as a foreign language for total visual impaired learners in Egypt on a narrow scale, testing this aspect through an English course taught by the researcher under the supervision of Arab Academy for Science Technology and Maritime Transport for visually impaired learners in Alexandria. The constitutional aim is examining the applicability of a certain kind of planning for this kind of learners and measuring its success through observing the linguistic progress in EFL learning after this process exemplified in this course and these learners established on a previous study done by the same researcher, in an attempt to come up with a planning for EFL learning for visually impaired in Egypt framework. The process is tackled and conducted using two parallel models; on the planning level; some selected features of Mezzo-Model of analysis in Education planning by Kaplan and Baldauf (1997) customized by the researcher to suit the data and on the linguistic analysis level; Harmer (1986) model of analyzing causes of errors are applied to categorize and decompose the reasons behind the most frequent errors. The researcher then includes the findings that indicate apparent pronunciation errors which illustrate the need for allocating extra time for listening and speaking activities and practice inside and outside the classroom. The researcher suggests that further researches shall be conducted to be able to provide the complete picture of this kind of planning. As a contribution, the researcher proposes a course outline that suits visually impaired EFL learners along with a sample lesson plan.

**Keywords:** *Education Planning Visually Impaired, Error Analysis, Alexandria, Egypt.*

### Introduction

It is believed that planning for English in the Egyptian educational system for visually impaired students is quite challenging and as a result a number of problems may occur in their perception and

production of the English language, therefore, a special kind of planning is needed to achieve the best results. This research is an attempt to experiment the success extent of English as a foreign Language in education planning for total visual impaired learners in Egypt on a narrow scale, testing this aspect through a course of English provided by the AASTMT for visually impaired in Alexandria and taught by the researcher. The fundamental aim is to examine the applicability and success of a specific kind of planning for this kind of learners through tracking the linguistic progress in EFL learning after a specific kind of planning exemplified in this course and these learners based on a previous research done by the same researcher, trying to come up with a framework of planning for EFL learning for visually impaired in Egypt. The process is going to be tackled and conducted using some selected features of Mezzo-Model of analysis in Education planning by Kaplan and Baldauf (1997) customized by the researcher to suit the data and on the linguistic analysis level; Harmer (1986) model of error analysis is going to be applied to analyze the reasons behind the most frequent errors.

## **Literature Review**

### *Visual Impairment*

*Definition.* Based on Said, Doms, Goldstein, Korra, & El-Kashlan (1973), visual impairment is concerned with significant vision loss. Visual impairment degree varies; accordingly, each student may need special instructional adaptations for materials to be able to learn in an effective way. Under visual impairment fall two categories; low vision and blindness. Blindness means that the individual's sight is unreliable, and then he/she rely primarily on the other four senses. It is also mentioned that the individual who sees what is seen normally in 200 feet at 20 feet is legally blind. Those who have acuity of less than or equal to 20/70 are suffering from low vision. There are cases of losing vision, either; congenital or adventitious, the former means losing vision from day one of birth because of mothers' illness while the latter indicates losing vision due to individual's illness or exposing to an accident. Carney, Engbretson, Scammell, & Sheppard's (2003) have mentioned that; students who are with congenital kind of blindness may face difficulty in concepts acquiring, and on the other hand, those with adventitious kind of blindness may have satisfactory visual memory benefitting from visual depictions.

*Statistics of visually impaired in Egypt.* According to the WHO report of World Sight Day (2013), Egypt has approximately 1 million people with total blindness and 3 million who are visually impaired.

*Braille Writing/Reading.* Kimbrough (2015) has illustrated that the most common and influential way of communication for visually impaired is the code of Braille. Braille code is a kind of systematic dots, the dots are placed on a paper and blinds use their fingertips to read. To be able to write in Braille, visually impaired can use a machine called 'Braille' and it can either be manual or automatic ('Perkins'). Each cell of Braille system is consisting of 6 dots; 3 dots in each column. Each dot of the cell has a number 1, 2, 3 starting from the top to the bottom from the left side and

4, 5, 6, beginning from the top to the bottom on the cell's right side. Numbers, Letters, punctuation marks, words can be created through using combinations of Braille's dots.

(Attached in the appendices pictures of manual brailier, Perkins, Braille letters in both Arabic and English, in addition to a sample Braille writing)

Since that visual impairment information have been introduced generally, it is essential to be aware of more details about the acquisition technique of people with visual impairment.

### *Second language acquisition for visually Impaired*

Considering language acquisition, Muñoz (2004) has argued that when babies are born, they have the ability of distinguishing uttered speech from the other sounds. Afterwards, when they became 5 or less, they are able to form complex sentences and understand almost everything they hear and this happens through a special kind of development in the brain.

The human brains are specially designed for learning languages. Since birth, the brain registers and processes the heard sounds. In the brain of a child, motor systems and thinking skills develop as well as his/ her ability to understand and use language for communication. The child also uses his/her senses to explore the surrounding world to form the complete picture. Language gradually develops, from individual words at about year old to the complex sentences at the age of five, and from very simple concepts (water, bag) to the more abstract (angry, subtraction).

Since that early language development takes place by using senses in exploration and world understanding, the language development for visually impaired children will, to a great extent, be defected by the impairment of the senses, and also by cognitive and motor skills. Some children depend on the other senses, skills of thinking and gain experiences for learning the association between words and sentences and their meanings.

Concerning second language acquisition, it has been claimed that if the first language of a child normally develops, therefore this will apply to the second language as well. However, this assumption might not be true when it comes to visually impaired children

It has been observed that visually impaired children sometimes have difficulty in second language acquisition. They may also have difficulty in transitioning from a bilingual education system to the kind of instruction depending on English-only. Children with visual impairment acquire language gradually, but with reduced information from environment, within the multisensory experiences context, this kind of children use other senses to compensate for the limited visual information. As a result, the normal language is relatively founded and complex language used at school is established.

The instructions of a second language used inside a classroom are primarily visual. A language is used for teaching another, either through the use of the 1<sup>st</sup> language or through simple explanations of the second language concepts in. Since that it is expected that children have to understand and use concepts which are abstract academic in English language immediately, they usually do not have the time for gradually developing complex language. Visually impaired children found difficulty in compensating for distorted or information that is visually received. Therefore, they

have to rely on previously acquired knowledge for understanding what they hear. They may misunderstand the concepts taught for them.

After all that has been explained about acquisition, the next coming sections will cover the EFL curriculum in general, teaching for visually impaired, the idea of language planning and language in education planning in specific and how it can be specially designed for visually impaired.

### **English as a Foreign Language Curriculum**

As reported in the Egyptian Ministry of Education official website (2015), the curriculum taught in the governmental schools of Egypt to junior 1 till 3 is included in 'Time for English' and from junior 4 till 6 is in 'Hello' book. The kind of syllabus in these books is 'Notional Functional Syllabus'. According to White (1988, p.75), cited in Raine, P. (2010), the idea of notional functional is based on the space, time, cause, effect and movement as well as the purpose of using a language. Wilkins (1976) has illustrated that this kind of syllabus comprises three main categories, which are; "semantico-grammatical meaning (including time and quantity), modal meaning (including an indication of the certainty and attitude of the speaker) and communicative function (including requests, complaints, and compliments, among a vast array of others)" Raine, P. (2010, p.5). This means that notional-functional syllabus is a kind of syllabus in which the book is classified according to the ideas like; communicating, greetings, food, sports, etc.

These are the books used by the teachers and students in these stages to teach English as a foreign language. They include; vocabulary, grammar, speaking as well as listening activities with some visuals. For the visually impaired students' schools, according to Hosary (2016), these books are reprinted in Braille code, which is going to be explained thoroughly in the following section.

### **Teaching/Learning Techniques for Visually Impaired**

Cook (2003, P. 31-35) divided teaching methodologies into four types; grammar- translation teaching, direct method, communicative approach, and suggestopedia. First, the grammar-translation method, i.e. classical approach, is concerned with teaching grammar rules, providing vocabulary lists and translating from the foreign language to the mother language. Second, the direct method is all about implementing the target language and banishing the mother tongue by exposing students to language through reading and listening, and it is considered as a replication of mother language acquisition. Third, communicative approach is teaching through using language in context and forth, suggestopedia which is regarded as the free-style-teaching-learning technique where the student is free to choose what he/she wants to learn and consequently the teacher agrees. In the case of visual impairment, choosing the suitable methodology in addition to the suitable aids is essential. Washington University (2015) in its official website has demonstrated that students with partial visual impairment face the challenge a total visually impaired student. For the best benefit to the visually impaired students, classrooms shall include audio taped texts, readers, and large-font drawings. Learning techniques used by partially sighted may involve using large-sized printouts and magnifying device. Some of them can write down notes in class through

printing a large font with a marker or even record the lectures to use them later. On the other hand, students with total visual impairment tend to use audio recordings, Braille code, and/or any other non-visual aids as to access the content. It is also important especially in teaching languages to have clear; voice, pronunciation and instructions to enable students to learn effectively and accurately.

### **Research Questions**

1. What are the elements of planning needed for this kind of education?
2. What kind of linguistic errors encountering students and what are their causes?
3. To what extent this kind of planning solved these errors?

### **Research Limitations**

This research has some limitations to be put into consideration; the first is that the researcher has limited herself to testing 9 students and they are the whole population of the research. The Learners are currently fully visually impaired and all of them are college students or graduates only, due to the course objectives, which is speaking English fluently to get a good job. The researcher has recorded the post-test only for ethical issues and the main focus will be on phonological, morpho-syntactic and lexico-semantic errors only as it is a conversation course focusing on listening and speaking not reading and writing as this is primarily needed by the learners.

### **What is Language Planning?**

‘Language planning’ denotes both language planning practices, that is, organized interventions by politicians, linguists and others in language use and form (Christian 1989, p. 193), as cited in Ferguson (2006, p.1). Similar to this definition, Fishman (1974, p. 15) has explained that language planning is 'decision making in connection with language problems'. As cited in Ferguson (2006, p.1), Fishman (1974a) added that Language Planning is the continuous attempts to solve language problems at the national level. Mesthrie et al (2009, p. 371) also presented a closely related definition which states that language planning is the efforts which are conscious and aiming at linguistic behavior change of a certain speech community.

There are certain types of language planning introduced by Kloss (1967, 1969), as cited in Mesthrie et al (2009, p. 372-374), which are; corpus planning, status planning, prestige planning and acquisition planning. First, corpus planning is related to the structure of the language itself, like; its syntax, morphology, phonology, etc. It includes constructing a writing system for a language, coining terminology or even reforming spelling patterns of a particular language. Language standardization is regarded as the pivotal aspect of corpus planning as it is aiming at instituting linguistic norms which are uniformed. Within standardization, there are a number of stages, which are;

- a. Unstandardized oral language: it has no system for writing, e.g. Phuthi (Lesotho)
- b. Unstandardized written language: its morphological and syntactic system linguistically varies, e.g. Egyptian Arabic (Egypt)

- c. Young standard language: used for administrative and education, but unsuitable for scientific usages, e.g. Luganda (Uganda)
- d. Aarchaic standard language: used widely in the pre-industrial era and lacks register of contemporary technology, e.g. Latin
- e. Mature modern standard language: it is contemporary and adequate to new communication fields, e.g. Danish

Second, status planning is the attempts and efforts for changing the language function and role in society. For further clarification, applying the example of "using Arabic as the language of instructions in international schools", here there are efforts exerted to apply this decision for making Arabic is the only language used in instructions in the international schools. Based upon language planning point of view, language can have different functions in society as identified by Stewart (1968), cited in the same book,

- a. Official: a constitutionally specified language used in legal and political purposes and is nationwide, e.g. MSA in Egypt.
- b. Provincial: not nationwide and restricted to a narrower geographic area, e.g. in the province of Quebec, the official language is French.
- c. Wider Communication: language used as a lingua franca, across nation's boundary, e.g. Swahili in Kenya and Tanzania.
- d. International: using language worldwide as the principle language for communication, e.g. English nowadays.
- e. Capital: the language used as the major communication language in the capital city, e.g. Brussels is bilingual, although French or Dutch are provincial official language.
- f. Group: a language of communication for a certain group of people, e.g. Jamaican Creole in Britain as the language of Afro-Caribbean immigrants
- g. Educational: the language for secondary or primary education nationally or regionally, e.g. local dialects are taught in Norway.
- h. School subject: the language taught in higher education, e.g. French in Egyptian schools
- i. Literary: the language used for scholarly or literary purposes, e.g. Arabic in the reign of Islamic conquests
- j. Religious: the language of religious rituals and practices, e.g. Arabic Fus'ha in Egypt.
- k. Mass Media: the language used in television, print media and radio, e.g. MSA in Egypt.
- l. Work Place: the language of communication at work, e.g. French language in car mechanics field.

Third, prestige planning is the image promoted for this specific language to be widely accepted by users of a specific language. For instance; propagating for French as the language of elite enhanced its usage widely amongst people in Egypt in the 1900's.

Fourth and last, acquisition planning is the attempts to spread a specific language through teaching it in schools, institutes or universities to be learned by a specific population. A clear example is

teaching English as a first language as well as the language of all subjects taught in some international schools in Egypt which contributes in spreading and acquiring the English language more easily.

### *Language in Education Planning*

Ferguson (2006, p, 33-37) has noticed that education is to a great extent the most pivotal domain of language planning, where it bears the whole language planning implementation burden and that is due to various reasons. The crucial reason is that education is mainly controlled and funded by the government; schools are the essential domain of socialization; students are the captive audience and curriculum contributes in shaping behaviors and attitudes of generations; therefore, it is the foundation of nations' transformation.

Education has become also a pillar of revitalization, as in the case of Israel, all school subjects have been taught in Hebrew to enhance the revitalization of this language and maintain identity through education policy. He has also added that there are issues related to Language planning in Education policy which are:

1. Instruction medium for different education system levels – elementary, tertiary, or secondary.
2. The part of mother tongue in the process of education.
3. The choice of languages (second/foreign) as instruction subjects, together with decisions on; the time of introducing these languages, for how long and for whom, and which students are going to be exposed to foreign/second language instruction.
4. In the English language case, it is important to decide on which language variety serving as a norm for teaching aims.

Most of the above issues are considered as aiming at political and social ramification, rather than being purely educational. For instance, when a school uses ethnic minority language to teach particular subjects it will eventually have essential effects. In some societies like the USA, a main concern of identity policies is the previous issue; American people encourage bilingual education (including languages of minority) as agreeing with the view of multiculturalism and multilingualism, some of them may also oppose this point of view as it is thought that it may collaborate in eroding national identity.

### *Language in Education Planning Model for Visually Impaired*

To achieve the accurate standards in planning for education, in their book, Kaplan and Baldauf (1997) proposed a model for analyzing the complete process in a form of questions to be answered, based on these answers the educational process can be easily traced and determined. The researcher is approaching this model with some modifications to suit the kind of the collected data. In a previous study conducted by the researcher Hossary (2016) on the planning for visually impaired learners of EFL in the Egyptian schools, some important points have been concluded in the highlight of Kaplan & Baldauf's (1997, p. 115-117) approach which are going to be elaborated below;

*Nature of the target students*

The students in these schools are either with partial/severe visual impairment or totally blind, some of them are born that way and others have become recently blind. This study covers elementary level students from junior 1 till 6. Both schools are governmental, all the subjects are taught in Arabic and English is considered a separate subject taught as the first foreign language. The students are boys and girls and they are separated in two different schools. They are being trained on Braille at their school in the early years (3-4 years old) to be able to read and write. Those who have become recently blind in an elder age, they get Braille training during the afternoon activities time at school. Some of the students suffer from sensory problems, so in the boys' school they may provide a writer to assist them, on the other hand, in the girls' school; a voluntarily sensory training is provided for the students to early treat this disability. According to what is mentioned, the sample populations of the students are chosen in a stratified way according to their; stages, level of blindness, gender and location. All of them are from Alexandria due to the time limit and governmental constraints, as the researcher has not been able to take permission to other schools of visually impaired in other areas in Egypt. Also the students who have been selected to be interviewed are based upon suggestions from their teachers. They are academically potential, so their opinions and evaluation criteria for the learning process will be accurate to a great extent.

*The target teachers, their experience, background, and training courses.*

Teachers are graduates of the English departments of either the faculty of Al-Asun or Education. The researcher has interviewed all the English teachers and their number is 6 in both schools. In the girls' school, three teachers are for the elementary level; one of them is visually able, the other one is severely impaired and the third is totally blind. In the boys' school, the three teachers are visually able. The able teachers used to work in regular schools and afterwards they have been transferred to these schools while the visually impaired teachers worked only in these schools. To be able to read the students writings, Braille training should be taken for a month by the teachers. 1/6 of the teachers has not been trained on Braille, 2/6 of the teachers have taken the training after a while of working in these schools, 1/6 of the teachers has self-learned Braille and the two visually impaired teachers have already learned Braille at school. Teachers do not acquire any obligatory training courses for developing their skills, all the training courses are optional and it is related to Braille reading and writing only.

Table 1. Percentages of teachers who have been trained on Braille

33 %	Taken the training after a while of working in these schools
33 %	visually impaired teachers have already learned Braille at school as learners
17 %	Self-learned Braille
17 %	Not trained on Braille

*The syllabus and the material, its similarity or difference from that of the regular.*

The syllabus is from "Time for English" book, from junior 1 till junior 3, and "Hello" book, from junior 4 till 6,. Both books are used in the normal governmental schools with the same exact

content, the only difference is that these books are written in Braille code, the pictures are excluded, and these images are substituted with written description. Teachers in both schools provide supplementary materials in a form of weekly sheets, either vocabulary lists, grammar rules or exercises, including a summary for the lessons.

### **Classrooms/ aids / resources**

The schools have their own press establishment for printing the exams, supplementary materials, and any other sheets. As for the books, they are being printed in the ministry of education, special education sector, in Braille code. The classrooms are just like regular classes, but with no boards. They do not include any audio aids and are not specially equipped for this kind of students in terms of blocking external sounds. There is a multimedia room, a computer lab, and a library in each school. Access to the multimedia room is available for all teachers, enabling the students to practice listening once a week. The students can also use the "speaking" program which allows them to use the mouse or the keyboard for pointing on the word and listen without reading. The essential school resources like; books, papers, classrooms, teachers' salaries, students residence inside the school, and even food are funded from the ministry of education, special education sector while any other supplements like their manual brailier, Perkins or any further needs are funded through donations.

### *Teachers Methodologies*

The main technique used by the teachers in both schools is the grammar-translation technique Blended with communicative learning which have been defined before according to Cook (2003) earlier in the literature review of this research. Teachers in the early junior years, from junior 1 till junior 3, predominantly use 3D items to expose the students to the concrete objects like; small toys for animals and geometrical shapes and let the students touch them. Each word is being translated in Arabic so that they will understand the content. To assist them in saving the names of the items or concepts in English, the teachers compose songs of the letter, the word, and its translation, for example; A-Apple (Abel with /b/ sound not /p/) toffaha - تفاحه -, B- Boy - ولد -, etc. In the upper elementary level, from junior 4 till junior 6, the teachers tend to read the audio script for the students as a listening practice, allowing them read the sentences or even words in the reading session, may ask the students to write the dictated words, and ask them to repeat the words and translate it.

### *Assessment Criteria and Techniques*

In the lower junior, students are orally assessed through asking them to mention a word or two starting with any letter. Starting from junior three, students take written exams and the questions are not including any listening. It is primarily focusing on the knowledge of the vocabulary, grammar, and reading. The question types are either complete, multiple-choice or WH questions. Sometimes matching questions are avoided as it is a bit hard for most of the students. The description questions are never included, as they will not be able to describe what is drawn in a

picture. Exam criteria are being supervised from the special education sector so that all prerequisites are being fulfilled. They are different from the regular exams in terms of question types and number of sections. Visually impaired students are getting almost the same kind of questions, for instance, according to Renfranz, P. (2012), in the USA, visually impaired students mainly get multiple-choice questions for their tests.

### **Evaluation for the materials and performance.**

This section has been divided into three subsections; teachers' evaluation for materials and teachers' evaluation for students' performance as well as some notes mentioned by the students. 33% of the teachers have mentioned that the students' book is not sufficient as it does not include a teacher's guide. The entire teachers think that the books should be adjusted more to suit the students needs and that the duration should be doubled as most of the time they do not manage to finish the curriculum on time, so they work for extra classes.

According to the teachers, the average of good potentials in both schools is represented in the Table 2.

Good Students in the boys' school	Good students in the girls' school
14 %	67%

As it is shown in the previous table, in the girls' school, most of the students are very good, the average of the good students, based on their performance in class and marks, is about 8/12 representing 67% of the total number of students in class and they are mainly active in class. On the contrary, in the boys' school, most of the students are below average and mainly inactive in class, the average of good students is 1/7 representing 14%, based on their class performance and marks.

*Notes based on the students' interviews.* Mostly the students get confused between the sounds /p/ and /b/, /p/ and /f/, /z/ and /ð/, /t/ and /d/. The teachers also find it hard to explain the concepts related to the intangible objects like colors. They tend to say it in English and Arabic to help the students understand the concept.

The researcher has also came up with a hypothesis of language in Education planning for visually impaired learners in a form of a proposed model to be applied when planning for this kind of language learning for this kind of learners which will be the foundation stone of this study.

The Model presented in figure.1 in appendix 1 is introduced by the researcher 'Yomna El-Hossary' named 'Hossary 2016 LEPVI' as an abbreviation for Language in Education Planning for Visually Impaired. This model can be considered as an extension for Mezzo-Level model of language in education planning introduced by Kaplan & Baldauf (1997) which is more specialized and specially designed to set the criteria of language in this kind of planning for visually impaired.

In the process of language in education planning for visually impaired three parallel fragments are involved; training, learning, as well as test and assessment. Teachers, parents, and students shall get training; the first shall be trained on Braille code, accurate pronunciation, and psychological

needs for the students. The second shall get the same training courses, but pronunciation accuracy training is not a must. The last should get listening, sensory skills development as well as Braille courses. The next section is learning and it encompasses; learning techniques employed by the students of either they prefer audio books and materials or Braille books and supplementary aids, in addition to learning environment which includes the classroom settings, sound isolation aids, and equipment for listening like speakers or microphones for teachers. The following part is concerned with test and assessment; the test subsection defines question types, equipment needed, such as, speakers or brailers, and if writers are needed for students with sensory problems while the Assessment subsection defines the exam type, either oral or written, according to the students' requirements, and the assessment criteria that is determined based on the examiner of whether the students are going to be taxed on accuracy or fluency<sup>i</sup>. At the end, it is crucial to fix the budget needed to cover the whole previous process. In order to produce a successful education planning outcome, measuring and analyzing errors of the second language speakers should be done to achieve the hoped results.

#### *Error Analysis*

To analyze the errors, a definition of errors should be initially provided.

*The definition of error.* Lennon (1991), as cited in Maicusi et al (2000, p. 168), defines error as a kind of linguistic form or forms produced by the non-native speaker of a language that will never be done by the native speaker of this language if he/she has been in the exact same context and conditions. Brown (2000, p.217) has added that error is a clear deviation from the grammar of the adult native speaker and it reflects learners' competence. It has also been clarified by Center for Advanced Research for Language Acquisition –CARLA- (2016) that error is a form of inaccuracy in the learner's language which means that it differs from the used forms by the competent speaker of the TL (target language). For instance, an Arabic learner of English might say \*"I boy," which is totally different from what a competent speaker of English would say which is "I am a boy". Errors not only done by non-native speakers of a language, but also by natives and in this manner Chomsky, as cited in Hubbard et al (1983, p.133), has pointed out that natives make errors in the performance stage, even though the natives have the perfect command of their language in terms of Lexis, syntactic and morphological rules together with the phonological system.

*The difference between an error and a mistake.* Corder, the father of error analysis has distinguished between error and mistake. As cited in AbiSamra (2003, p.4), Corder (1967, 1971) and James (1998) have set the criteria for differentiating between an error and a mistake which is simple "self-correctability". An error cannot be self-corrected, while a mistake can. Errors have a "systematic," nature, which means that they are repeated unrecognizably by a learner. A mistake is considered a sort of deviation due to some performance influencing factors like; pronunciation, spelling, memory limitation, emotional strain or fatigue. It is a random act that can be corrected instantly by the learner himself/herself. Therefore, errors and mistakes are different.

*Error Analysis.* Corder (1981, p.10) has explained that error analysis is a specific method used for documenting errors appearing in language learning, finding out whether they are systematic errors, and explain their cause if possible.

The main concern of error analysis should be on the systematic patterns violations in the learners input. Such errors, provide hints about the underlying knowledge of learning language rules or interlanguage of the learner.

*Causes of errors.* A number of scholars have discussed errors causes and classified them in different names. The most prominent of all are Selinker and Corder; Selinker (1972), as cited in Richards (1974, p. 37), has categorized the sources of errors into five main categories; transfer of language, training transfer, SL learning strategies, SL communication, and TL linguistic material Overgeneralization, and Corder (1974) has classified errors causes as; Transfer of language, analogy or Overgeneralization and teaching materials and methods (induced errors). However, all of the classifications are revolving around two main categories proposed by Harmer (1986, p.99-100) which are; interference and developmental. Interference errors are those which happen through the interference of L1 learner in producing L2 when phonological, grammatical and lexico-semantic rules impose themselves on the L2 speaker's use of the language, for instance; saying "I girl" instead of saying "I am a girl" as the native speaker of Arabic do not use the verb to be as a helping verb, and this process is known as "mother tongue interference". The second type of errors causes is the developmental errors and they are developed from "overgeneralizing the rules of English, for instance;" the boy is beautifuler than the girl", here the learner has used the comparative rule with an adjective that does not take "er" as a suffix to mark its comparative nature.

Error analysis is beneficial to the teaching – learning process as it raises the teacher awareness of the learners' errors and their causes which will collaborate in solving this problematic issue effectively. Before starting to analyze the errors of the target population of this study, since that their mother tongue is Arabic.

### **English and Arabic comparative Linguistic features**

This section will include a comparison between English and Arabic in terms of phonetics and phonology, morphology and syntax.

### **Comparative analysis between English and Arabic phonological system**

It is important to know more about phonetics and phonology in general before specifying the differences between both languages. According to Yule (2010, p.292), phonetics is defined as the study of speech sounds characteristics, while phonology studies the patterns and systems of sounds uttered in a language.

English and Arabic are two different languages in nature, especially in the phonological system. There are common phonological features in both languages and there are distinctive ones.

The distinctive features can either be found in the phonemic alphabet, like the consonants and vowels, or in the phonotactic rules.

### Consonants and vowels

As for the consonants, English has three individual sounds which are not found in the Arabic phonological system which are; /v/, /p/, and the approximant /r/. On the other hand, Arabic has nine different consonants other than those of English, which are; /dˤ/, /tˤ/, /ðˤ/, /ʕ/, /ɣ/, /x/, /ħ/, /q/ and trill /rˤ/. The tables below elaborate the place and manner of articulation of each of the English and Arabic consonants. Figure 1 presents MSA Consonants.

MSA consonants											
	Labial	Emphatic <sup>2</sup>		Plain		Palato-alveolar	Palatal	Velar	Uvular	Pharyngeal/Epiglottal	Glottal
		Dental	Alveolar	Alveolar	Dental						
Nasal	m			n							
Stop	voiceless	(p) <sup>8</sup>	tˤ <sup>4</sup>		t <sup>9</sup>			k	q		ʔ
	voiced	b	dˤ <sup>4</sup>		d <sup>9</sup>						
Fricative	voiced	(v) <sup>8</sup>	ðˤ~zˤ	z	ð	ʃ~ʒ~j~g <sup>1</sup>		ɣ~β <sup>5</sup>		ʕ~ħ <sup>3</sup>	
	voiceless	f	sˤ	s	θ	ʃ		x~χ <sup>5</sup>		ħ~h <sup>3</sup>	h
Approximant	w			t~l <sup>6</sup>			j				
Trill				rˤ~r <sup>7</sup>							

Consonant phonemes of English								
	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Nasal <sup>1</sup>	m			n			ŋ	
Stop	p b			t d			k g	
Affricate					tʃ dʒ			
Fricative		f v	θ ð	s z	ʃ ʒ		x <sup>2</sup>	h
Approximant					r <sup>1, 5</sup>	j	w <sup>3</sup>	
Lateral				l <sup>1</sup>				

Figure 1. MSA consonant

### Phonotactic rules in both English and Arabic

In this section, aspiration, syllable structure, stress, elision, assimilation and geminating will be discussed. **Aspiration.** Roach (2009, p. 38) has highlighted that aspiration is the release of air after the plosive sounds making a /h/ like sound and this is settled in both English and Arabic. In English, /t/ /p/, and /k/ sounds are aspirated, for example; tea /t(h)i:/ - pen /p(h)en/- skate /sk(h)ait/. In Arabic, if there is any of the following sounds, based on A.fattah (1422 Hijri/ 2000), ( فحّته شخص (سكت) (fa ḥa θoḥo ʃˤx sˤon sakat(h)) at the end of the sentence, therefore, they will be aspirated. For instance; (fa2i ðˤnodʒu:mu tˤ omesat) «فاذا النجوم طمست» - «اذهب بكتابك» (eð-hab be kitabik). The sounds /k/ and /t/ are aspirated sounds in both English and Arabic. This point leads to the syllable structure.

**Syllable Structure.** Phonetically, any syllable is consisting of a middle that has either little or no obstruction to the airflow. Sounds are comparatively loud before and after the center. (Roach, 1994:102), cited in Thamery and Ibrahim (2005, p.23). It has five patterns in Arabic and thirteen patterns in English. The Figure 2 represents both Arabic and English patterns.

There are five types of syllable structure in Arabic; two of them are open and three are closed (Anis, 1961:113). The following table includes syllable types in Arabic:

Syllable Pattern	Orthographical Transcription	Phonemic Transcription
CVV	في	/fi:/
CVC	سن	/sin/
CVVCVC	راهب	/raahib/
CVVC	باب	/baab/
CVCC	نهر	/nahr/

The first four syllable patterns occur initially, medially and finally; the fifth occurs only finally or in isolation.

Syllable pattern	Orthographical transcription	Phonemic transcription
V	or	/ɔ:/
CV	see	/si:/
VC	ill	/ɪl/
CVC	but	/bʌt/
CCV	free	/fri:/
VCC	old	/əʊld/
CCVC	stick	/stɪk/
CCVC	street	/stri:t/
CCCVCC	streets	/stri:ts/
CCCVCCC	strengths	/streŋθs/
CVCC	laughed	/la:ft/
CCVCC	treats	/tri:ts/
CVCCC	depths	/depθs/

After Singh and Singh (1977:190)

Figure 2. Arabic and English patterns

After getting to know the syllable structure, it is important to be aware of the stress rules.

**Stress.** Jones (1967, p. 245) has argued that stress is the force degree of uttering a syllable or a sound, in other words, it is a suprasegmental phonological feature applies to both vowels and consonants requires emphasizing on a specific syllable. In English, stress is placed on the longest and the strongest syllable-e.g. con'**str**uction (strongest syllable)-, while in Arabic, Erwin (1963:40), cited in Thamery and Ibrahim (2005, p.26, 27), has stated a rule of the placement of word-stress in Arabic remarking that it falls over the longest syllable that is nearest to the word end. If the long syllable is absent, the stress will be on the initial syllable and in the case of words of more than two syllables; the stress will be placed on the 3<sup>rd</sup> syllable from the end, e.g. /ka't**ab**ta/ (CVC).

The next point is considered an opposite of the stress, which is elision, as it mainly happens with the weak forms or the word endings.

**Elision.** Crystal (2003, p.158), cited in Hasan (2012, p. 454), has defined elision as omission of sounds in specific connected speech. Elision takes place in English in the following cases; syllabic consonants e.g. /k,rekt/ (correct), weak forms /t(h)matə/ (tomato), consonant clusters /a:s/ (asks) = fricative + plosive + fricative. As for the elision in Arabic it appears in the cases of; consonants, like, irregular cases:- (esta3) اسطاع – استطاع (estata3), (moð) منذ – منذ (moŋðo), (allah) الله – الاله (alelah), and in vowels when it is at the end of the sentence sound /i:/; e.g. (almota3ali-almota3al) – المتعالي المتعال

«العزیز المتعال».

Sometimes sounds are deleted and other times they are combined; this combination is referred to as ‘assimilation’.

**Assimilation.** In explaining assimilation, Bloomer et al (2005, p.247) has elaborated that it is “a process that takes place when the sound of the ending of a word blends into the sound of the beginning of the following word. This occurs when the parts of the mouth and vocal cords start to form the beginning sounds of the next word before the last sound has been completed. An example of this would be 'hot potato'. The /t/ in 'hot' is dropped as the lips are prepared for the /p/sound for 'potato’”.

The Figure 3 demonstrates the differences between English and Arabic assimilation.

Type	Lang- uage	English	Arabic
Regressive (The last sound in a word is affected by the 1 <sup>st</sup> sound in the neighboring word)		(word bound) e.g. that pen /ðəˈpen/	/mimba <sup>s</sup> d/ «من بعد» ادغام: «من بعد» /mimasad/ التخيم و الترقيق: المد والراء و اللام . يتبعوا ما قبلهم الشيطان (تخيم) - اياك (ترقيق)
Progressive (A sound in a word is affected by the previous sound in the same word)		(morpheme bound) e.g. cats(-v) – dogs(+v) /kæts/ - /dɒgz/	–
Coalescent (If there is a final /t,d/ + initial /j/ ∴ It will be omitted and replaced by /ʃ ʒ/		e.g. “is that you?” /ɪætʃu/	–

Moving on to a developed stage after assimilation, geminating is found.

**Geminating.** Geminating is a kind of tension in speech organs muscles and Ibrahim (2007) has mentioned that to produce a geminated sound, a longer time and a greater tension is needed. It is used by pressing two consonants and treated as a single tensed sound. In Arabic, geminating is frequently used, for instance; (استجم estagam-ma) بر (bar-ra)

## Vowels

Vowels have to be mentioned after consonants as they are part and parcel of the phonological system and in talking about contrastive phonetics and phonology, Amer (2010) has clearly distinguished between English and Arabic vowels. He has highlighted some differences between the vowels of the two languages; first, it is found that Arabic vowels are less than those of English and Arabic vowels are more allophonic while English vowels focusing on the quality. Second, English has some vowels that are found in Arabic, e.g. /e, ɔː, ɒ, ɜː, ə, ɑː/. Third, Arabic vowels are not affected by the following consonants unlike English vowels.

The following charts (Figure 4) clarify Arabic and English vowels:

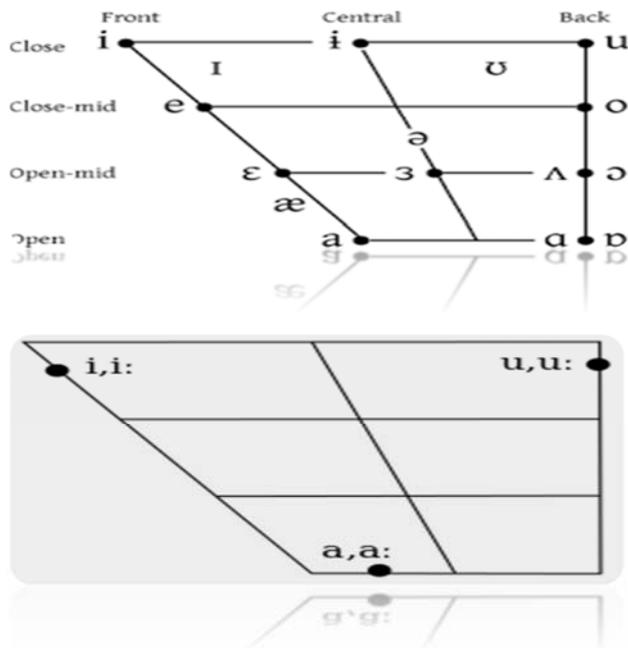


Figure 4. Arabic and English vowels

### Comparative analysis between English and Arabic Morpho-syntactic nature

There is a claim that has been proposed by Haywood and Nahmad (1965) mentioning that Semitic languages share common morphological features and amongst which is that there is no vowels in their roots. In Arabic, the base form of any word is represented by the consonants. For instance, the words' consonants in *kaatib*, *kataba* and *kutiba* give the meaning of “writing” and the consonants are the same “k-t-b”. The difference (harkat) or vowel forms in the different words giving different meanings. Arabic orthographical shape words are used currently to display long vowels and words' consonants only and a word's meaning could only be understood by its position inside a sentence. A single word in Arabic can have more than one meaning if the diacritics are not drawn over or under the sound and a clear example of that is words with *k-sr-* consonants as their root, their meaning could be (*it is broken-kosera-* or *he broke-kasara-*).

In this section the most distinctive differences between Arabic and English morphology are going to be covered in terms of verbs and nouns only as they are considered the most problematic in teaching English as a Foreign Language.

### Verbs

Derivation is a morphological feature marking the Arabic language, in other words, the verbs of Arabic are derivatives of the basic forms. The number of derived forms is 15 and only 10 of them are used widely. On the other hand, English forms verbs differently, through; stress shifting, compounding, affixation, etc., and that takes place because of the Indo-European origins of the English language. Kaleefa (1983, 3, 4).

In the contrastive analysis of the Defense Language Institute in Monterey, California (1974, 52), a clear and comprehensive comparison between English and Arabic verbs have been demonstrated in the following Figure (Figure 5):

**Sample Verb Paradigm**

		kataba - yaktubu <u>to write</u>				
		Perfect (completed action)	Imperfect (Contemporary Action)			
			Indicative	Subjunctive	Jussive	Imperative
SINGULAR	1	katabtu	ʔaktubu	ʔaktuba	ʔaktub	
	2 m.	katabta	taktubu	taktuba	taktub	ʔuktub
	2 f.	katabti	taktubīna	taktubī	taktubī	ʔuktubī
	3 m.	kataba	yaktubu	yaktuba	yaktub	
	3 f.	kabat	taktubu	taktuba	taktub	
DUAL	2 m.	katabtumā	taktubāni	taktubā	taktubā	ʔuktubā
	2 f.					
	3 m.	katabā	yaktubāni	yaktubā	yaktubā	
	3 f.	kabatā	taktubāni	taktubā	taktubā	
PLURAL	1	katabnā	naktubu	naktuba	naktub	
	2 m.	kabtum	ʔaktubūna	taktubū	taktubū	ʔuktubū
	2 f.	kabtunna	taktubna	taktubna	taktubna	ʔuktubna
	3 m.	kabū	yaktubūna	yaktubū	yaktubū	
	3 f.	kabna	yaktubna	yaktubna	yaktubna	

Figure 6. Comparison between English and Arabic verbs

## Nouns

Based on a study about contrastive linguistics conducted by the Defense Language Institute in Monterey, California (1974), it has been noticed that Arabic, nouns are being inflected for determination, number, case and gender.

**Determination.** Nouns in Arabic can be:

- i. indefinite or definite if it has a prefix (al) –definite article-, e.g. (alkorsy)=the chair.
- ii. modified by the definite noun following it, e.g. (korsyu-lmaktab)=the chair of the office
- iii. has a suffix as a pronoun, e.g. (korsyuhu)= his chair
- iv. it is a proper noun, e.g. (mesru)=Egypt

**Number.** Unlike English which has only singular and plural, in Arabic, in addition to those of English, it has dual. Singular masculine (modares)= (a male teacher) and feminine (modaresah)= (a female teacher) , plural masculine (modaresoon - modareseen)= male teachers and feminine (modaresat) = (female teachers), dual masculine (modaresan - modaresayn)= two male teachers,

dual feminine (modaresat**an** – modaresat**ayn**)= two female teachers ; it has been noticed that the dual in the masculine is marked by (**an**) or (**ayn**) and the feminine is marked by (**tan** – **tayn**). In both English and Arabic there is a kind of plural called “broken plural” or (gam3 al –takseer); e.g. foot – feet (qadam – aqdaam)

**Case.** There are 3 cases in the Arabic nouns; genitive, in -i, nominative, ending in-u, and accusative, in -a. The same applies to broken plurals:

- i. Genitive: e.g. the house (albayti) – the houses (albuyut**i**)
- ii. nominative: e.g. the house (albayt) – the houses (albuyut**u**)
- iii. accusative: e.g. the house (albayta) – the houses (albuyut**a**)

**Gender.** Is when the noun is feminine or masculine. In case of the animate noun, gender follows the natural sex; e.g. (ragol)=man and (faras)= horse are masculine, while (mar2a)=woman and (namla)=ant are feminine. In case of the inanimate noun, masculine nouns are unmarked by any suffix, but feminine nouns take (a), e.g. (bayt)=house is masculine and (sa3a)=clock and (jame3a)=university are feminine.

### Sentence structure and word order

AbiSamra (2003) has clarified that mainly the word order in Standard Arabic is; verb, subject and object. For example; \*Hoped the girl to solve the issue. While in the Colloquial use of Arabic it is normal to order the sentence as; subject, verb and object. It is also uncommon to use verb to be as a helping verb in a sentence like, “I am successful”, in Arabic “I successful” is used” “أنا ناجح ana nageh “not“ -أنا أكون ناجح- ana akoon nageh”.

The next part is discussing the methods and statistical analysis of the data for this study.

### Methodology

*Place and time of the study.* The research has been carried out at Alexandria Association for Visually Impaired located in Alexandria, Egypt, as a course provided by the Arab Academy for Science and Technology and Maritime Transport. The facilities of this place are; a well isolated classroom, speakers, recorders and a computer lab with software aids for visually impaired. The research/course has started in September 2016 and ended by the end of November 2016 and the classes have been attended twice a week, 3 hours each time. The researcher, who is a teacher of English at the Arab Academy for Science and Technology and Maritime Transport for 5 years now, a graduate of the faculty of Arts Alexandria University, Translation and Linguistics section and an MA candidate in Applied Linguistics, is the one who has delivered the course to base the study on authentic data with an experimental piece of work.

*Sample population.* At the beginning, the researcher has interviewed 23 of those who were interested in applying for this course and only 9 have been chosen based on their ability to answer the interview question which is: “could you please introduce yourself?” Those who were able to answer the question even if they have fatal language problems have been accepted. All of the sample population individuals are totally visually impaired, from the same age group, between 21

and 27 years old, educated in special needs schools and they are elementary level learners of English.

*The selected curriculum.* The selected book for this course and this experiment is; “Skills for Success” by Scanlon, J. (2011) and published by Oxford University Press. This book has been chosen by the researcher as it matches with the course objectives of teaching the students conversation and it focuses on speaking and listening. Only 6 units out of 10 have been covered due to time constraints and students’ level.

*Teaching methodology.* The researcher has followed active learning techniques, through role plays and dialogues about the book’s topics. The main concern was measuring the ability of the students to use the selected lexical items and grammar rules in context that can be understood.

*Method of the study.* The research is quantitative and qualitative as it aims at measuring the problems, their frequency, describing the results and providing solutions to the problem of EFL in education planning in Egypt as exemplified in the outcome of this course. This research is an authentic study as it is a course taught by the researcher and the data are primarily collected.

*Data collection.* As it has just been mentioned, the data of this research are primarily collected through; a pre-selection interview for the applicants before starting this course, a post interview, test, and a presentation. The pre- selection interview or the selection interview was assessing their ability to understand and form a sentence and the evaluation was based on vocabulary choices, accurate use of grammar rules and pronunciation. Concerning the post interview, just like the pre-selection interview the main question was” could you please introduce yourself?” and the candidates are expected to answer saying the name, age, field of study or work experience. The test is divided into two parts; the first is all about asking the students to put certain words, from what they have studied in the course, in sentences and telling them grammatically ill-formed sentences asking them to correct them with mentioning the reason. The second part of the test is a dialogue between each two students, asking them to form a dialogue using certain words and giving them about a minute and a half to prepare for this dialogue before presenting.

*Tools of analyzing the data.* The researcher has used Harmer’s (1986) model of analyzing the learners’ errors causes which will collaborate in evaluating the effectiveness of this kind of planning in terms of setting, material and methodology and suggesting solutions for the problems encountered. The model used is based on analyzing the errors causes and sort them under interference errors or developmental errors category.

## **Data Analysis**

### *Pre-selection Interview data analysis*

As is has been pointed out in the research limitations, the pre-selection interview has not been documented, but marks were given to the candidates based on the frequency of errors done in

vocabulary (lexico-semantic level), grammar (morpho-syntactic level) and pronunciation (phonological level), without discussing the reasons behind each kind of error (See Appendix.2). The percentages are relative, as they are compared to the rejected candidates. Table 3 shows the evaluation of each candidate in each of the previously specified levels;

Table 3. Evaluation of each candidate

Type of error Candidate number	Percentage of Lexico-Semantic level (vocabulary)	Percentage of Morpho-Syntactic level (Grammar)	Percentage of Phonological level (Pronunciation)	Average errors Percentage made by each student
C.1	50%	50%	40%	46.6%
C.2	50%	40%	40%	43.3%
C.3	40%	50%	50%	46.6%
C.4	30%	50%	40%	40%
C.5	50%	50%	50%	50%
C.6	40%	50%	60%	50%
C.7	40%	40%	40%	40%
C.8	60%	80%	70%	70%
C.9	30%	30%	30%	30%
Total	43%	48.8%	46.6%	46%

➤ C= candidate

### ***Post-test data analysis***

This phase includes analyzing the oral test and dialogue collectively in terms of errors related to; accuracy on the lexico-semantic, morpho-syntactic and phonological levels as well as fluency (See Appendix.4). Tables are included for each level separately, revealing the frequency of each kind of error and their reasons, if they are categorized as interference errors, developmental errors or other errors. In the tables, the researcher is listing the error as it is said by the candidates with a suggested accurate alternative between two brackets and under each table some elaboration for vague errors will be provided.

\*=error

( )=suggested alternative

The graph representations for each of the following tables are in Appendix.3

**Part I: Errors related to accuracy**

Table 4 Lexico-semantic errors

Candidate Number	Error example	Number of errors per-candidate	Expected causes
1	-Is he get it?*( (did you get it?/has he returned it?))	1	interference
2	-This is from his personality*( (This characterizes his personality))	1	interference
3	- anozar people has found it*( (someone found it))	1	others
4	-I finished my university from 2 years*( (I finished my studies..))	1	interference
5	-Egypt is full of population*( (Egypt's population is high) -the revelweshan in our country it isn't effect completely to tourism*( (The revolution has no effect on tourism))	2	Interference interference
6	-I have my son ma7moud*( (I have a son and his name is Mahmoud) -enjoy with it*( (enjoy our time with it) -I make a nice relationship wiz my friends*( (I have a good relationship with my friends))	3	-interference -interference -interference
7		0	
8	-make diploma in phonetics*( (I am doing my diploma in phonetics) -in medical Alexandria*( (In the faculty of Medicine, Alexandria University))	2	-interference - interference
9		0	
Total	78% of the learners have lexico-semantic errors (7 ot of 9 learners)	11 errors	90% interference

Based on the numerical and statistical representation of the lexico-semantics errors, the total number of errors is 11 and 90% of them are because of mother tongue interference. 7 out of 9 learners have this kind of errors with a percentage of 78% and this is mainly because they literally translate the utterance in their minds before producing it.

Table 5. Morpho-syntactic errors

Candidate Number	Examples of errors	Total number of errors per-candidate	Expected causes
1	-obinion not means broblem*( (expressing your opinion doesn't result in problems) -sure he is honest berson*( (he is an honest person for sure))	2	- interference - interference
2	I study in Arabic department*( (I am a student at the Arabic department))	1	- interference
3	-because not past*( (because this is not in the past) -he is call me*( (he called me))	2	- interference - developmental

4	-Every day I goes to work* (I go) -I hapits pray every days* (praying every day is from my habits) -My name mohammad salah* (my name is..)	3	- developmental - interference - interference
5	-I doesn't understand* (I don't...) -isnt effect* (doesn't have an effect) -some people appreciate it but some people not appreciated it* (redundancy of the last part)	3	- developmental - interference - interference
6	- <a href="#">marwa. am</a> thiry four years* (34 years old) -because my son he* (my son can be represented by the pronoun "he")/ (my son is a "he")	2	- interference - interference
7	-Volunteer person help people* (is a person who helps people)	1	- interference
8	-because used goes not correct* (the use of "goes" is incorrect)	1	- interference
9		0	
Total error frequency	89% from the learners have morpho-syntactic errors (8 out of 9 learners)	15 errors	80% interference errors 20% developmental errors

According to the numerical and statistical representation of the morpho-syntactic errors, the total number of errors is 15; 80% of them are as a result of mother tongue interference and only 20% of them are developmental errors. 8 out of 9 learners have this kind of errors with a percentage of 89%. The reasons for the interference errors here are divided mainly into three main divisions;

a) *The omission of some elements.* For instance the omission of verb (to be) as it is shown in the example; "my name Mohammed Salah" instead of saying "my name is Mohammed Salah". Here the learner has omitted verb to be because it is not used in Arabic.

b) *Literal translation.* As in the example "I habits to pray.." instead of saying "one of my habits is praying..." so he mixed the form with the Arabic one which is "أنا متعود" "ana metaawed" which is equals to "I am used to" not "I habit".

As for the developmental errors, they are majorly taking place because the learners overgeneralize a certain rule. Some learners used "doesn't" instead of "don't" in the present with "I" as they overgeneralized the use of "does" in the present disregarding the exceptions.

Table.6 Phonological errors

Candidate Number	Examples of errors	Total number of errors per-candidate	Expected causes
1	Obinion* (opinion) Broblem* (problem) Debartment* (department) Zats* (that's) Sank* (thank) Habben* (happen) Berson* (person)	7	- interference - interference - interference - interference - interference - interference - interference
2		0	
3	Facalaty* (faculty) Agre* (agree – wrong stress placement) Anozar* (another)	3	- interference - developmental - interference
4	Wokid* (workt) Za* (the) Happits* (habits)	3	- interference - interference - developmental
5	Moarning* (morning) Twentchy* (twenty) Fcalty* (faculty) Artes* (arts) Dipartment* (department) Prozers* (brothers) Fol* (full) ashent menoments* (ancient monuments) Apol* Apol* Apol* (able) Tu* (to) Git* (get)	19	- developmental - interference - developmental - interference - developmental - interference - developmental - interference - other - interference - interference - interference - developmental

	Pyram'id* (pyramid) Ashent* (ancient) Halo* (hello) Sink* (think) Revelweshan* (revolution) Opanion* (opinion)		- developmental - developmental - other - developmental - interference - interference - developmental
6	facalty* (faculty) Debartment* (department) Zat* (that) Reveluoshan* (revolution)	4	- interference - interference - interference - interference
7	Debartment* (department) fuculty* (faculty)	2	- interference - developmental
8	facalty* (faculty) Artes* (arts) Histiry* (history) Debartment* (department) Dibloma* (diploma)	5	- interference - interference - interference - interference - interference
9		0	
Total	78% of the learners have errors (7 out of 9 learners)	43 error	72% interference errors 28% developmental errors

The statistical and numerical representation of the phonological errors show that the total number of errors is 43; 72% of them are as a result of mother tongue interference and only 28% of them are developmental errors. 7 out of 9 learners have this kind of errors with a percentage of 78%. The reasons for the interference errors here are because in colloquial Arabic, speakers do not use certain sounds like; /ə/ or /ð /, so they are excluded from their English use as well like in “zat” instead of “that”, “sink” instead of “think” and “sank” instead of “thank. Sometimes there are interference errors happens as a result of the lack of constant cluster in Arabic, therefore unneeded vowels are added between consonants. It is obvious in the frequent use of word “arts”, as most of the learners uttered it as “artes”

adding an extra vowel between the /t/ and /s/ consonants and it shows how mother tongue strongly interferes.

As for the developmental errors, they are majorly happens due to the learners' overgeneralization for the use of certain sound like /p/ instead of /b/ in the word "able", so it is uttered as "aple".

Table 7: Errors related to fluency

Candidate Number	Errors examples	Number of errors per learner	Reasons
1	- the..different.. - different obinion not means aaa broblem - are..is he.. - sure he's .. p..honest berson	4	- pausing - fillers - pausing - pausing
2	- study not correct...study not correct because - can you read the last aaa.... the... - this from ..your aaa his personality	3	- repetition - pausing - fillers
3	- _____	0	-
4	- I worked in aaa aaaa - My aaa family encourage me to be aaa good person in aaa life	2	- Fillers - fillers
5	- Pyramids is .... Pyramids are... - I d.. I don't...I...	2	- pausing - pausing
6	- Aaaa hello... - Aaaa whats your opinion about aaaa - aaa about..about aaa..you aaa you sink aaaa	3	- fillers - fillers - fillers
7			
8	- aaa and aaa make aaa dبلوما in aaa phonetics - the learner uses a lot of Arabic - because aaaa because used .. not aaa not correct	3	- fillers - use of Arabic - fillers
9	- aaa in aaa in the fourth year aaa	1	-fillers
Total	78% of the learners have errors related to fluency (7 out of 9 learners)	18	56% fillers 33% pausing 6% repetition 6% use of Arabic

Based on the numerical and statistical representation of the phonological errors, the total number of errors is 18; 56% of them are as a result of mother tongue using fillers like "aaaa", 33% of them are as a result of pausing, and the rest is because of either repetition or the use of Arabic (the mother language). 7 out of 9 learners have this kind of errors with a percentage of 78%.

## Results

### Findings

In relation to the data collection and statistical analysis, there are some findings related to linguistic error analysis and others related to the language planning process in general.

As for the findings related to Linguistic error;

- a. The percentage of phonological errors are the highest then comes the morpho-syntactic and lexico-semantic errors and most of the phonological errors are as a result of mother tongue interference which is the same case in all types of errors in this study.
  - b. The accuracy errors are higher than fluency errors which indicate that the learners are fluent, but they still need more guidance and practice to achieve accuracy.
  - c. By comparing the results of both pre-selection interview and the post-test components, it has been noticed that the learners improved to a great extent.
  - d. It is clearly shown that candidates number; 2,7 and 9 have the least number of errors and that is because they regularly attend the classes and practice speaking and listening.
- Concerning the findings related to language planning process in general;
- a. The course needed a longer period of time to give the learners enough guidance.
  - b. The use of computer assisted language learning tools specially designed for the visually impaired like; BALABOLKA and NVDA is highly effective as they assist the learners in reading the book without any human assisting.
  - c. Learning through role playing and competitions enhance the learners' fluency as they are put in a situated-based learning environment and actually use the acquired vocabulary and grammar in real contexts.
  - d. Enough time has to be devoted to listening activities to make use of the learners' strong memory, so that they will be able to imitate the accurate pronunciation and sentence form.

### **Conclusion**

This paper experiments the process of planning EFL in education for visually impaired in Egypt as exemplified in a course taught by the researcher to touch upon the deficiencies, try to solve them, measure the effectiveness of this course and suggest updated standards contributing in developing this kind of planning. The experiment has been conducted based on the framework of pre-set standards from the researcher's previous study on EFL in education planning for visually impaired students in Egypt. The linguistic data has been analyzed based on Harmer's (1986) approach of error analysis as it is the most suitable one for the data. It has been found that the kind of planning is responsible for the students' language development and although there were drawbacks in the course process, the outcome is relatively satisfying.

According to the indicators; clear deficiencies are found in pronunciation which illustrates the need for more contact time between the learners and the teachers to be able to do more listening and speaking activities for practice. Also, extra work should be done by the students after class.

The researcher suggests that further researches shall be conducted to be able to provide the complete picture of this kind of planning.

As a contribution, the researcher has proposed a general course plan including the needed tools, materials and methodology for the success of this kind of planning.

### **Contribution**

The researcher is proposing a course outline for teaching EFL conversation for visually impaired elementary level learners with some basic knowledge of English.

- **Course Duration:** 3 month – 4 months, 3 times per-week, 3 hours each time
- **Course Materials:-**
  - **The Book:** Skills for Success – Book 1 or any book focusing on speaking and listening skills
  - Speakers , voice recorder
  - Soft copy of the book should be available on the students’ computers to be able to do the exercises easily
  - Software like NVDA, JUICE and BALABOLKA should be installed on the students’ computers to be able to read the book’s content
- **Setting:** the classroom should be isolated from any noises and the students should be seated in a U-shape so that the teacher’s voice will reach all of them equally.
- **The Methodology:**
  - The teacher should be mainly concerned with explaining the vocabulary and grammar in context
  - Activities like; role play, dialogue or monologue should be done after each part of the lesson to make sure that students fully understand the content
  - If there are not any computers available, the teacher can allow the students to record the lesson and the explanation to be able to recall the lexical items or grammatical rules explained in the class for better outcome.
- **Assessment:**
  - Students are better assessed orally through using language in situated context or through computer based assessment using MCQ type of questions for listening and microphones for speaking tests.
- ❖ Sample lesson Plan
  - **Duration:** 2:30 - 3 hours
  - **Lesson title:** “Do you Like Your Name?”
  - **WIIFM:** to be able to introduce yourself > duration: 2 – 3 minutes
  - **Pre-activity:** listening > duration: 15 minutes (10 minutes listening + 5 minutes answering the questions)
  - **Brainstorming:** talking about the topic> duration: 2-3 minutes
  - **Vocabulary part I :** duration: 15 – 20 minutes (explaining the vocabulary in context and asking the students to provide similar examples)
  - application activity: asking each one of them to prepare a situation using the previously tackled vocabulary> duration : 10 minutes preparation and 1- 2 minutes presentation for each one of them ( the total is between 15 to 20 minutes)
  - **Grammar:** duration: 15 to 20 minutes (explaining the grammar rules in context and asking them to provide similar examples)
  - Application activity: asking them to answer the grammar exercise by turn > duration: between 10 to 15 minutes
  - **Break for 15 minutes**
  - **Vocabulary part II:** duration: 15 – 20 minutes (explaining the vocabulary in context and asking the students to provide similar examples)

- application activity: ask the students to work in pairs to prepare a dialogue using the previously tackled vocabulary > duration : 15 minutes preparation and 2-4 minutes presentation for each pair (the total is between 20 to 30 minutes)
- **Recap: Post activity**-duration: 15 – 20 minutes (make a competition for the students by asking questions about what has been covered and the fastest in answering the highest number of correct answers will be rewarded).

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أبي ادريس محمد بن عبد الفتاح ( 1422 هـ ) علم التلاوه , دار العقيد

د.كمال بشر (2000) علم الأصوات , دار الغريب , القاهره

Appendices

Appendix.1

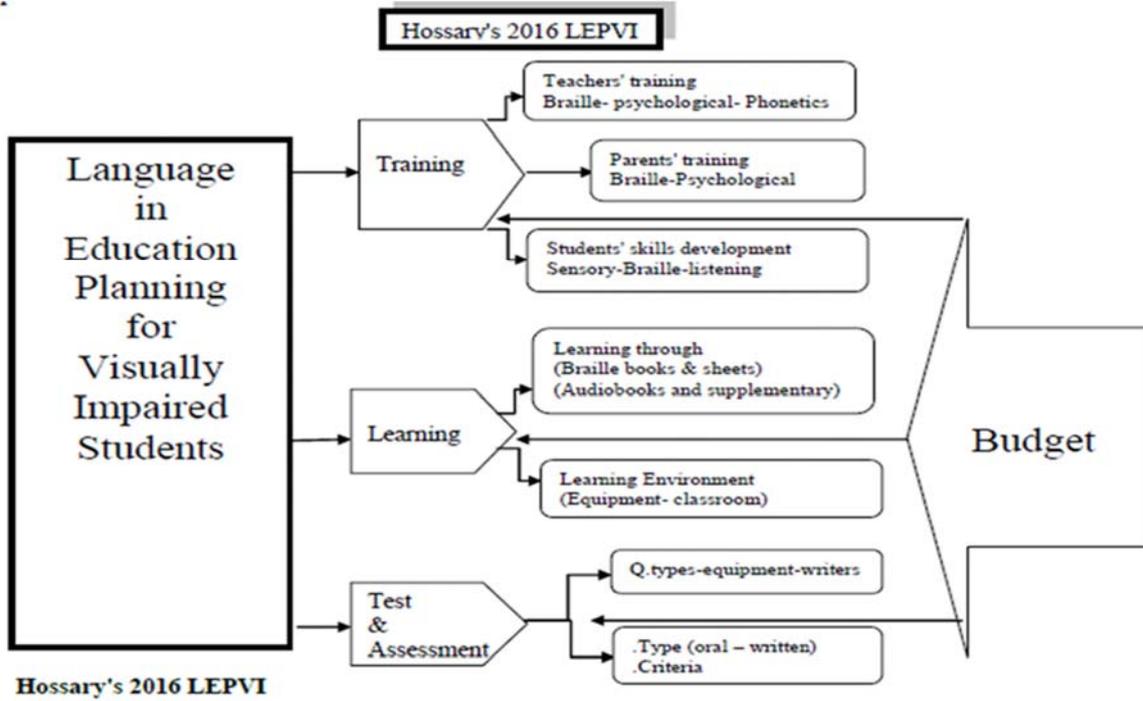
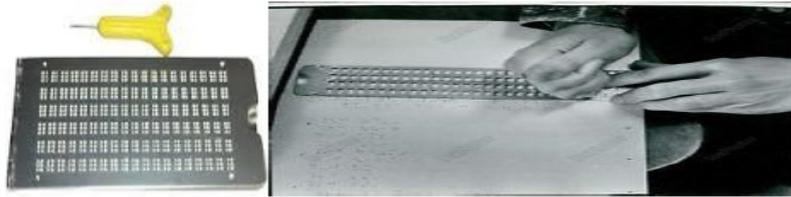


Fig. 1

Perkins Braille



Manual Braille



Braille Code

الرمز	الرمز	الرمز	الرمز	الرمز	الرمز
	a		b		c
	d		e		f
	g		h		i
	j		k		l
	m		n		o
	p		q		r
	s		t		u
	v		w		x
	y		z		

Braille Writing



Appendix.2

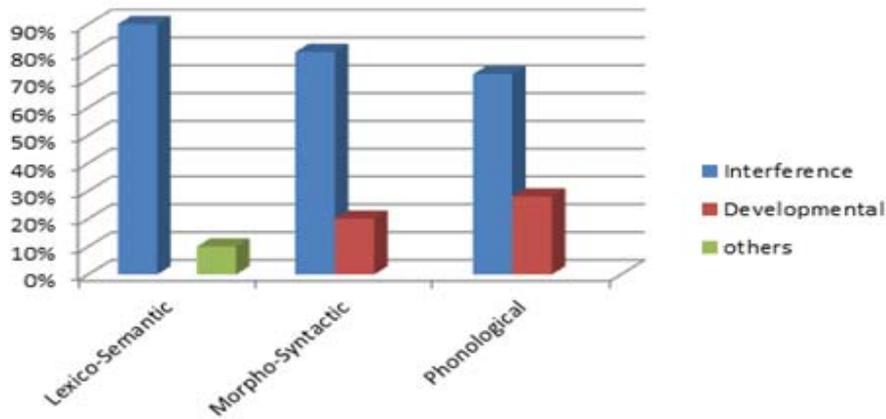
Name	voc	gram	phonetics	Total
Basma Elmaghrabi	5/10	3/10	5/10	13/30
Mustafa	2/10	1/10	1/10	4/30
Sara	4/10	2/10	5/10	11/30
Maha	2/10	2/10	5/10	9/30
Essam	7/10	7/10	7/10	21/30
Shahada	1/10	1/10	1/10	3/30
Wahab	1/10	1/10	1/10	3/30
Sina	6/10	5/10	5/10	16/30
Yasser	1/10	1/10	1/10	3/30
Ahmed	7/10	7/10	7/10	21/30
Mohamed	7/10	5/10	6/10	18/30
Abby	1/10	1/10	1/10	3/30
Muhammad	5/10	6/10	6/10	17/30
Sara Nabeel	6/10	5/10	7/10	18/30
Sara	6/10	5/10	5/10	16/30
Sara	6/10	6/10	6/10	18/30
Sara	5/10	5/10	6/10	16/30
Ahmed	8/10	8/10	8/10	24/30
Sara	2/10	1/10	1/10	4/30

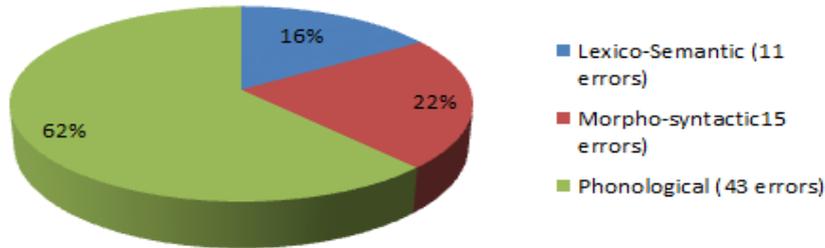
Name	voc	gram	phonetics	Total
Marwa Saeed	6/10	5/10	4/10	15/30
Ibrahim	1/10	1/10	1/10	3/30
Moataz	1/10	1/10	1/10	3/30
Ahmed	1/10	1/10	1/10	3/30

Appendix.3

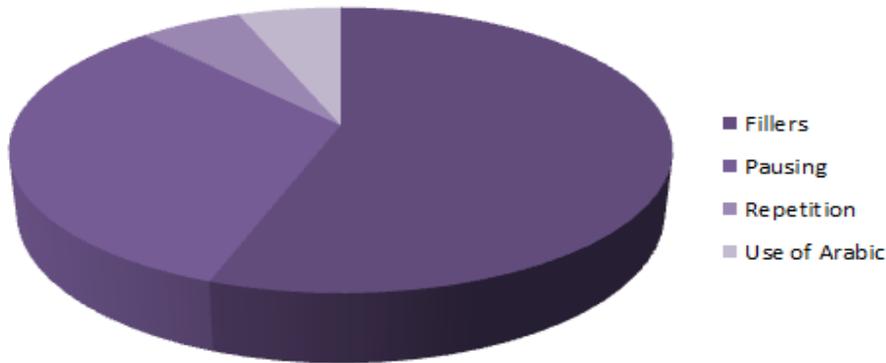
Graph Representations for the whole data



### Total Errors Frequency



### Errors related to fluency



#### Appendix.4

#### Post-test script

Title...: Shoroq.exam.m4a

Text...: Good Moorning..my name is shoro2..I am twentchy four years old.I am in four fourth in fcalty of artes in history department. I am single..I have a two prozers.

(population)

Egypt is fol of pupolation

(ancient)

piramid is ashent menoments/pyramids are ashent menoments

(I was able to get home early tonight,so I left work early)

I doesn't understand

I was apol?

I was apol to sleep early (pro.over generalizing)

I was apol tu git

Title...: Sarah.exam.m4a

Text...: My name is sarah. I am 27 years old. I am graduated from faculty of artes history department and make diploma in phonetics in medical alexandria

(everyday I go to school)

correct.. because used goes not correct

Title...: Mosaab.exam.m4a

Text...: My name is mus3ab. I am sudanese I was born in Tripoly which the capital of Lybia and I travelled to Sudan before arriving Egypt. I have 24 years old. I study in Arabic department in Alexandria university.

I (study) studied yesterday. Study is not correct because this sentence in the past tense. Form past (personality)

Mohanad is rude. This is from his personality (mother tongue)

Title...: Marwa.exam.m4a

Text...: My name is marwa. am thiry four years. graduated from faculty of arts. Aaa history department. am married and I have my son ma7moud. am working at unilever company. zat all.

(everyday my son go to school)

everyday my son goes to school. because my son he

(enjoyable) enjoy with it/

(population) aaaa

(friendly) I make a nice relationship wiz my friends / it friendly relationship/ I make a relationship with my friend it friendly relationship

Title...: M.salah.exam.m4a

Text...: My name mohammad salah. I have tweny four years old. I finished my university from 2 years. I am an accounting but i wokid in Orman sociation.

(everyday I goes to work) No mistake (over generalizing)

(encourage) My family encourage me to be good person in za life and to be very useful to my country.

Title...: Hussien.exam.m4a

Text...: My name is hussien

I am 20 years old. I am student in **facalaty** of arts Arabic department

(concentrate) **aaaaaa**

(Improve) **aaaaa**

dont understand you because ...

(I dont agreed with you) I dont **اجري** because not past

Title...: Essraa.exam.m4a

Text...: My name is Esraa nasser. my old is 20. I am a student in AAST in the 4th year

I (go) went to school yesterday. coz yesterday is a key word for past tense

I am tired because I played yesterday. He tired because he played yesterday

(advice) My mother adviced me to go to the doctor

(flexible) learning languages is flexible/learning English is flexible

(accept)I accept dealing with people

Title...: Asmaa.exam.m4a

Text...: My name is Asmaa. I am 25 years old. am graduated from **fuculty** of arts history **debartment**.

I graduated - because this is a past simple sentence

Volunteer person **help** people without pay money / لا2 without take money

Title...: Ahmed.exam.m4a

Text...: My name is ahmad I am 26 years old. I am graduated from faculty of arts history **debartment**. I work as a combuter trainar. **Zats** all.

( put the word opinion in a sentence)

Different **obinion** not means **problem**

Every **Sunday** I am calling my mom

Title...: Shorok&Marwa.m4a

Text...: Marwa: aaaa hello shoro2

shorok: halo marwa (...)

M:whats your opinion about reveluoshan in our country?

S: in my opinion the revelweshan in our country it isnt effect completely to tourism (syntactic-lexical / mother tongue)

M:about aaa about aaa u sink aaa tourist appreciate greatest building in our country? (pro. mother)

S:some people appreciate it but some people not appreciated it (syntactic /mother)

Title...: Mosaab&Salah.m4a

Text...: Mosaab:what do u do every day?

Salah: i happits pray every days.what about u? (syntactic-mothertongue)

mosaab: I go to university everyday to achieve my dream (pro-mother tongue)

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<sup>i</sup> - fluency: according to Merriam Webster online dictionary, it is the ability to speak easily and smoothly; *especially* : the ability to speak a foreign language easily and effectively