



Evaluating "Hello" Series for the Primary Stage Visually Impaired Pupils in the Light of their Needs

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Abstract

The aim of this study was to find the extent to which the Hello series of English fulfil the needs of the visually impaired pupils in the upper primary stage. It is a descriptive evaluative study, in which the EFL textbooks are evaluated in the light of a suggested criteria list. The criteria list is a list of criteria developed by the researcher based on the new trends of visually impaired education. A jury of twenty members validated the criteria list. The 'Hello' textbooks were evaluated using content analysis technique. Results showed the 'Hello' series is short of meeting the desired standards set for complying with the needs of visual impairment. That low load could be because curriculum designers designed these textbooks mainly for sighted pupils and transferred them into Braille version with minor modifications. A suggested framework was suggested to guide designers in the future. As a conclusion, EFL textbooks addressing the visually impaired pupils need to concentrate on the real needs of these pupils to help them go on with their study.

Keywords: evaluation, textbooks, visual impairment, content analysis.

مستخلص الدراسة

الهدف من هذه الدراسة معرفة الى اي مدى تقوم سلسلة "Hello" للغة الانجليزية باشباع احتياجات الطلاب المكفوفين في المرحلة الابتدائية العليا. و هي دراسة وصفية تقويمية و التي من خلالها يتم تقويم كتب اللغة الانجليزية كلغة اجنبية في ضوء قائمة معايير مقترحة. و قد قامت الباحثة بوضع قائمة المعايير بناء على الاتجاهات الحديثة في تعليم المكفوفين. و قد قامت هيئة محلفين متكونه من عشرين عضوا باجازة قائمة المعايير. ثم تم تقويم كتب سلسلة "Hello" بطريقة تحليل المحتوى. و قد أظهرت النتائج قصور في تحقيق المعايير المطلوبة التي تتواءم مع احتياجات كف البصر. ان هذا الوزن المنخفض قد يكون نتيجة لأن مصممي المناهج صمموا هذه الكتب بشكل أساسي للطلاب المبصرين و تم كتابتها بطريقة برايل مع القليل من التغيرات. تم وضع اطار مقترح ليرشد المصممين في المستقبل. ختاماً ، فان كتب اللغة الانجليزية كلغة أجنبية الموجهة للمكفوفين تحتاج أن تراعي احتياجات هؤلاء الطلاب لمساعدتهم على المضي قدماً في دراستهم.

الكلمات الأساسية: التقويم ، الكتب المدرسية ، كف البصر، تحليل المحتوى

Introduction:

A human language is a signaling system which operates with symbolic vocal sounds, and which is used by some group of people for the purposes of communication & social co-operation. Thus, language serves as a means of communication all around the world. However; some languages are widely spoken more than other languages around the world. English now expanded worldwide that means it is now one of the most widely spoken languages in the world. Over 400 million people speak English as a native language, and many more speak English as a second or a foreign language. (Barber, 2009)

From this point arises the importance of learning English to get in contact with the world as a part of it. It is important to learn English for all students who want to know about the most up-to-date in science around the globe. One category of these students is the visually impaired learners. Visually impaired students just like any type of students have the right to get into contact and be part of this changing world. And this could not be achieved unless these students have good knowledge of English, this global language.

Visual impairment is considered one of the most depriving disabilities that influences person's ways of gaining experiences that are needed for his acclimatization or adaptation with his life's activities. This lack of experiences also has a great effect on one's personality formation. All of these results take place because visual impairment deprives the person from the experiences that is related to the shapes, colors, and sizes of things. And that affects greatly his process of learning (Willings, 2016). For visually impaired children Language is one of the primary means of learning about the environment, and the acquisition of language skills has long-range

effects on the social and emotional development of these children. (Blind Children's Centre, 1993)

Blind people are classified according to their level of visual impairment by the World Health Organization (WHO) into three levels:

- Visual impairment – visual acuity less than 6/18 but better than or equal to 6/60.
- Severe visual impairment – visual acuity of less than 6/60 but better or equal to 3/60.
- Blindness - visual acuity of less than 3/60. (Millar & Ockelford, 2005).

From an educational point of view visual evaluation is based on the method of reading instruction. For educational purpose, blind people are those individuals whose vision is so severely impaired that they must learn to read Braille or use aural methods such as audiotapes and records. (Reddy, Ramar & Kusuma, 2003)

There are some psychological and behavioral characteristics pertaining to visually impaired children that affects their learning greatly

1. *Restricted language development.* There are a few subtle differences in the way in which language usually develops in visually impaired children compared to sighted children. Blind children's early language tends to be somewhat restricted by their lack of visual experiences. Sighted children use language more readily to refer to activities involving other people and objects whereas visually impaired children use language to refer to themselves. (Self-centered language).

2. *Lag in conceptual development.* Visually impaired children lag behind their sighted peers in conceptual development. There are some important differences between blind and sighted individuals 'conceptual development most of which are due to the differences between tactual and visual experiences.
3. *Tactual Perception.* The tactual sense is primarily how the blind child acquires a variety of concepts that the sighted child usually acquires through the visual sense. There are two kinds of tactual perception. There are synthetic touch and analytic touch.
4. *Obstacle Sense.* A large part of blind person's skill in mobility is the ability to detect physical obstructions in the environment. This ability is also called human echolocation .It is the ability of humans to detect objects in their environment by sensing echoes from those objects. By actively creating sounds – for example, by tapping their canes, lightly stomping their foot or making clicking noises with their mouths – people trained to orientate with echolocation can interpret the sound waves reflected by nearby objects, accurately identifying their location and size. This ability is used by some blind people for acoustic way finding, or navigating within their environment using auditory rather than visual cues.
5. *Difficulty in social skills.* One characteristic of visually impaired learners is their inability to interact successfully with others at the individual level. Some of them might show withdrawal symptoms and tend to be egocentric.
6. *Stereotypic behaviors.* These are repetitive, stereotyped movements such as rocking or rubbing the eyes. Stereotypic behaviors are caused by sensory deprivation, social deprivation and retreat to familiar patterns of behavior under stress.

These characteristics play an important role in hindering their ability to learn. Research has shown that virtually all students enrolled in special education exhibit difficulty in language arts – related areas. It is important that systematic high quality instruction be delivered in these areas so that students ‘development in language arts skills will parallel advances they are making in reading and other skill areas. (Margo & Thomas, 1987)

Systematic and high quality instruction can never be achieved unless the school curriculum in general and the content of school textbook in particular fulfils the special needs of the special category of students they are addressing in addition to the general needs of all students. Of course in our case this category of students is visually impaired students.

Text-books are standard works or manuals of instruction in a subject of study. A textbook is defined as an instrument of instruction that facilitates teaching learning process. It is written on the basis of a prescribed syllabus in which the major ideals of the subject-matter are selected and summarized judiciously. They are organized logically according to the mental make-up and psychological requirements of the students so as to facilitate teaching (Narayana, Krishna and others, 2004). According to Webster’s Dictionary, “A text-book is any manual of instruction, a book containing a presentation of the principles of the subject used as a basis of instruction.”

Developers of these text-books should consider the needs of their targeted audience of students.” the justification for a curriculum resides in a human need.”(Pratt, 1994). This is not the case with the English text books of visually impaired students in the primary stage in Egypt. These books are the same books presented to normal sighted students in the primary stage in normal schools. The only

difference between the books of these two categories of students is the way of writing. The books presented to normal students are written in the regular symbols of the alphabet. On the other hand the books presented to the visually impaired pupils are written in Braille. The content of the books presented to the visually impaired students is not modified to suit their needs in any way. The book even includes words that address directly the sense of sight. For example, verbs like look and draw, look and match the words with the pictures are extensively used.

So, the content of these textbooks is not suitable for visually impaired students because these textbooks are mainly and primarily designed for sighted students. For example, many lessons and exercises rely mainly on pictures and colors for illustration and answering. This type of lesson and exercises is meaningless and of no value to a visually impaired student. These deficiencies were felt and discovered by the researcher during her voluntary work as a teacher of English for blind students for about three years in Resala civil association.

Chen and & Dote-Kwan (1995) identify the need for a clearly defined program philosophy, goals and practices to promote meaningful learning opportunities for young children with visual impairment. Textbooks are part of this meaningful learning environment. The content of the textbooks designed for blind students should take into consideration their impairment and their needs. It should address the senses other than vision like hearing and touching. It should elaborate the description of any experience as children's blind center (1993) recommends.

Developing such content specially designed for visually impaired pupils should take place after a thorough evaluation for the recent content of the English textbooks these pupils study now. This will

help the designers of the new textbook content of the visually impaired pupils see the shortcomings of the previous textbooks, as well as taking into consideration the needs of those pupils when designing their new books. Also new trends in designing books for the visually impaired should be taken into account; this includes tactile graphic and tactile maps. When taking all these factors into consideration, the outcome of such a book will be much better than it is now.

Related Studies

Many studies were conducted in this field. In the following paragraphs, more light will be shed on some of these studies to show their relevance to the current study:

Kamel (2009) discussed the educational materials whether the interactive or non-interactive material offered in the schools of visually impaired students in Egypt and found that these materials are not up to date but still suitable for the needs of these students.

The main psychomotor, linguistic, social, emotional, academic, and cognitive characteristics of talented blind students were identified by Mohamed's study (2004). This study proposed some means of evaluating and distinguishing these students and offered other means for strengthening and bringing these talents to life. One of these means is curriculum adaptations to suit their potentialities.

Radwan (2006) investigated the effectiveness of a suggested strategy based on using songs, stories in L1 and EFL using some hands – on activities in the development of the oral language performance of the blind pupils. As a result of this study the researcher found out that songs, stories and the use of hands on activities are very useful for teaching blind students.

In another study Al-Balushi (2006) reviewed studies done for enhancing multiple intelligences in children who are blind. This study also presented findings from brain research that supports the Theory of Multiple Intelligences and their implications in the field of teaching and learning. In addition, this paper provides a guide to modify curricular activities in the glance of the Theory of Multiple Intelligences. These activities were designed to improve different talents in children who are blind such as imagination, creativity, cooperation, social skills, self-reflection, linguistic abilities, critical thinking, scientific thinking and attitudes towards nature.

Bakhsh (2009) tried to recognize the reality of special education in-service teacher training programs in KSA, and tried to assess current developments in these programs against a background of international research, recent world trends in the field and perception of the trainees themselves. This study spotted the points of weakness in these programs and tried to shed light on the new trends adopted worldwide to improve these programs. Furthermore Kesiktas & Akcamete (2011) in Turkey conducted a study that sought to determine the degree to which the professional standards for Turkish teachers of students with visual impairments were addressed during preserves training and the degree to which in-service teachers of visual impairments implemented these professional standards. The results of the nationwide survey showed that teachers faced problems in both attaining and implementing certain important knowledge and skill areas for teaching students with visual impairments.

Statement of the Problem:

Based on the previous background, the problem can be stated as follows:

Most visually impaired learners at the primary stage find difficulty in learning English through using the Braille version of hello textbook series introduced to them.

Need for the Study:

The need for this study is derived from many aspects:

- 1- Though there is a need to determine the extent to which the English textbooks of visually impaired matches their needs and characteristics; the evaluative studies that deal with criteria evaluating the English textbooks in the light of their needs is scarce.
- 2- EFL curricula must cover and satisfy the needs of the visually impaired pupils to help them overcome their impairment.
- 3- According to the WHO (2016) Egypt, has approximately 1 million people blind and 3 million visually impaired, this number of large population has its unique needs especially in the field of education for children. EFL textbooks should help effectively in catering for the needs of visually impaired pupils at the primary stage.
- 4- Many of EFL Braille textbooks are printed yearly specially for visually impaired pupils and these copies cost the Ministry of Education millions, but unfortunately there is no actual use for these textbooks as pupils receive them at the beginning of the year and then scarcely use them as they resort to notes written

by teachers at school or to writing the important information after the teacher in class.

- 5- There are no definite standards or criteria set by the ministry of education of Egypt on how to form or adapt the EFL textbooks to suit the needs of the visually impaired except that it should be written in Braille.

Pilot Study:

The researcher conducted a pilot study by using the criteria list designed by the researcher for evaluating the 'Hello' series in the light of the needs of the visually impaired after validating it by twenty of the jury members in different fields like TEFL, special education and psychology, to analyze 'Hello' Year four in primary schools, first term, and find the extent to which the textbook follow the criteria. The researcher used the conceptual analysis to each unit selected and tried to find out the units that comply with the criteria and those which do not.

Three units are chosen randomly: unit 3, 8, and 9. The percentages were as follows:

Table (1): Findings of the Pilot Study

Unit 3	Unit 8	Unit 9	The Means
29.8%	28.9%	33.5%	30.7%

Although the course addresses the visually impaired pupils, the initial analysis showed that the average of the units analyzed in terms of the list of criteria set by the researcher was relatively low (30.7%). In addition, there were (30%) of the criteria not fulfilled at all in any of the selected units of the analysis. Therefore, the 'Hello' primary English textbooks for the visually impaired lack

concentration on fulfilling the needs of the VIPs, and need to be analyzed and evaluated scientifically to find out the points of strengths and weaknesses.

Study Questions:

From the above statement the following questions can be deduced:

- 1- What are the linguistic characteristics and learning needs of visually impaired pupils at the fourth, fifth and sixth years of the primary stage in Al-Nour Schools for visually impaired pupils?
- 2- To what extent does the Braille version of Hello series that they study match those needs?
- 3- What are the features of a newly developed language unit for visually impaired pupils?

Purposes of the Study:

The following study aims at:

- 1- Identifying the linguistic characteristics and learning needs of the visually impaired students at the fourth, fifth and sixth years of the primary stage in Al-Noor Schools for visually impaired students.
- 2- Identifying to what extent the Braille Version of Hello series that they study matches those needs.
- 3- Proposing a unit that helps visually impaired pupils learn EFL better in the light of their needs.

Methodology

Design

The researcher adopted the descriptive design for the current study.

Instruments of the Study

1. *A questionnaire*, prepared by the researcher, to identify the language characteristics and learning needs of the visually impaired pupils in the light of the latest studies related to this topic. It was validated by a panel of jurors to determine the learning and linguistic needs of the visually impaired pupils.
2. *A criteria list*, prepared by the researcher, contains criteria for designing the content material of the textbooks of visually impaired pupils at the primary stage. To validate, the researcher administered it to a group of experts in the field of content design and the teachers at Al-Nour schools for visually impaired pupils.
3. *Content Analysis* according to the criteria list mentioned to determine the extent to which the Hello textbook series match the needs of visually impaired students.

Delimitations of the Study

1. The framework will be for one unit of the fourth year of primary school textbook.
2. The content analysis unit will be the lesson.

Procedures

For answering the questions of this study the researcher will do the following:

1. Reviewing literature.

2. Preparing a questionnaire of the linguistic characteristics and learning needs of the visually impaired pupils and establishing its reliability and validity.
3. Administering the questionnaire to the teachers at the primary stage at Al-Nour schools and to the professors of special education at the faculty of education.
4. Preparing a list of criteria for forming the content of the Braille version of Hello series English language books of visually impaired pupils in the fourth, fifth and sixth years of the primary stage and establishing its reliability and validity.
5. Administering the list of criteria to the panel of jurors.
6. Analyzing the content of the Hello textbook series of visually impaired pupils at the primary stage according to the criteria mentioned in the criteria list.
7. Suggesting a unit to be administered to visually impaired pupils in the light of their needs.

Terms of the Study

1-Visual impairment

Philip Garner (2009) defines visual impairment as the loss of vision, usually resulting from a disease or from a congenital condition. The term refers to a range of conditions, all of which have an impact on a child's learning. This definition will be adopted throughout the study.

Kusuma ,et al .(2003) defines visual impairment from an educational point of view as those people whose vision is so severely impaired that they must learn to read Braille or use aural methods such as audiotapes and records.

2-Visually Impaired Learners

The researcher defines visually impaired learners as those learners whose vision does not enable them to read print and as a result, these students use other methods to read like Braille or Moon alphabet.

3-Textbook

According to Narayana, et al (2004) a textbook is an instrument of instruction that facilitates the teaching learning process. It is written on the basis of a prescribed syllabus in which the major ideas of the subject-matter are selected and summarized judiciously. They are organized logically according to the mental make-up and psychological requirements of the students so as to facilitate teaching.

4-Braille

It is writing system which enables blind and partially sighted people to read and write through touch. It was invented by Louis Braille (1809-1852), who was blind and became a teacher of the blind. It consists of patterns of raised dots arranged in cells of up to six dots in a 3 x 2 configuration. Each cell represents a letter, numeral or punctuation mark. Some frequently used words and letter combinations also have their own single cell patterns (AFB, 2016).

5-Content Analysis

Content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded material (Crowley, P.B., Delfico, J.F., 1996).

Results of the Study

To answer the first question: What are the linguistic needs of visually impaired students at the fourth, fifth and sixth years of the primary stage in Al-Nour schools for visually impaired pupils? The researcher divided these needs into two main categories with thirty sub categories. The validity has been measured by presenting the questionnaire to twenty of jury members, who work on TEFL and special education, to give their opinions and suggestions on the linguistic and learning characteristic of visually impaired pupils. The frequencies and percentages of jury members' opinions were recorded in the questionnaire.

The questionnaire showed that the categories were comprehensive and inclusive to involve many of the language and learning characteristics of VIPS. The questionnaire included language characteristics related to VIPS such as articulation problems, restricted language development, and some linguistic phenomena related to a large category of VIPS like verbalism and echolalia. It also included learning factors related to VIPS that influenced their language development like the lack of visual stimulation and poor life experience

The categories in the following table were arranged according to their percentage. The first category is linguistic characteristics .It has fourteen sub categories as the table show.

Table (2): Language Characteristics of VIPS and their Weight of Agreement by Jury Members

The Criteria	Greatly Agree		Moderately Agree		Limitedly Agree		Weight of Agreement
	F	%	F	%	F	%	100%
1- Verbal communicative means like normal speech and audios are important for language learning process.	20	100%	0	0%	0	0%	100%
2- Restricted language development.	20	100%	0	0%	0	0%	100%
3- Limited meaning of vocabulary.	20	100%	0	0%	0	0%	100%
4- Tendency to ask more questions than their normal peers.	20	100%	0	0%	0	0%	100%
5- Some misconceptions are formed due to the misunderstanding of unrealized concepts in their language i.e., colors.	20	100%	0	0%	0	0%	100%
6- Interaction and response to planned hearing activities like songs and performances.	20	100%	0	0%	0	0%	100%
7- Relating vocabulary to real objects clarifies the words meaning.	20	100%	0	0%	0	0%	100%
8- Concentration on forms of expression rather than content in their speech i.e., 'verbalism'.	18	90%	2	20%	0	0%	96.6%
9- Articulation problems resulting from the lack of visual facial cues.	17	85%	3	15%	0	0%	95%
10- Tendency to repeat the same question.	17	85%	3	15%	0	0%	95%
11- Limited ability of self-expression.	17	85%	2	10%	1	5%	93.3%
12- Tendency to parrot like imitation i.e., 'echolalia'.	17	85%	2	10%	1	5%	93.3%
13- Lacking the ability to identify and understand different pronouns e.g., 'you', 'me', 'his/her' and use them properly as well.	16	80%	3	15%	1	5%	91.6%
14- Self-reference using names rather than the pronoun 'I'.	16	80%	3	15%	1	5%	91.6%

The second main category in the questionnaire is learning needs of VIPS. It has sixteen sub-categories, as the table shows: lack of visual stimulation, poor life experiences, need for extra time to tie up meanings to their corresponding words, the need for stereographs and special aids to understand unreachable concepts, the lack of non-verbal communicative ways of learning that affects their language development, the lack of incidental learning in their lives with its effects on their understanding of the world, their ability to locket sound sources, distorted conceptual development, their improper communication on the individual and general level, stereo typed utterances in their speech, the role of touching sensation to infer the relationship between the part and the whole, tactile perception role in learning through Braille, the role of tactile pictures and graphs in recalling names by VIPS, the role of hands on experiences in facilitating language learning and the VIPS need for encouragement from his surrounding caregivers to mingle with the world.

Table (3): Learning Needs of VIPS and their Weight of Agreement by Jury Members

The Criteria	Strongly Agreed		Moderately Agreed		Limitedly Agreed		Weight of Agreement
	F	p%	F	p%	F	p%	P%
-They need.....							
1. to use their remaining senses to compensate the lack of visual stimulation.	20	100%	0	0	0	0	100%
2. extra time to correlate meanings to their corresponding words.	20	100%	0	0	0	0	100%
3. educational illustrative aids like stereographs, models or elaborated description to understand concepts that are not reachable to them due to their size or far away distance like the elephant or the solar system.	20	100%	0	0	0	0	100%
4. to be taught about the non-verbal communicative ways and body language to react properly in different situations.	20	100%	0	0	0	0	100%
5. planned learning experiences to overcome the lack of incidental learning.	20	100%	0	0	0	0	100%
6. 6- multi-sensory ways of teaching to avoid distorted conceptual development.	20	100%	0	0	0	0	100%
7. encouragement and external support to help them interact with their world.	20	100%	0	0	0	0	100%
8. to use their tactile perception in order to read and write in Braille.	20	100%	0	0	0	0	100%
9. real objects, models,	20	100%	0	0	0	0	100%

The Criteria	Strongly Agreed		Moderately Agreed		Limitedly Agreed		Weight of Agreement
	F	p%	F	p%	F	p%	P%
-They need.....							
tactile pictures, graphs, and maps to help them identify and realize different objects.							
10. tactile pictures, graphs and maps to recall names of different objects.	18	90%	2	10%	0	0	98.3%
11. hands on experiences to develop the language learning of VIPs.	18	90%	2	10%	0	0	98.3%
12. to realize the relationship between the part and the whole through using their touch sense.	18	90%	2	10%	0	0	98.3%
13. to be exposed to a rich environment of experiences to communicate and interact with their real world.	18	80%	2	20%	0	0	98.3%
14. to be taught the proper social interaction and communicational ways on the individual and public scales.	18	80%	2	20%	0	0	98.3%
15. proper help to detect stereo typed speech related to each pupil.	17	85%	2	10%	1	5%	93.3%
16. to use their special ability of echolocation, which is the ability to detect objects' location and size in their environment by sensing echoes from those objects, by actively creating sounds for example by tapping their canes.	16	80%	2	10%	2	10%	88.3%

To answer the second question: To what extent does the Braille version of Hello series that they study match those characteristics and needs? The researcher conducted a content analysis of the six textbooks of English in the three years (fourth, fifth, sixth) grades of the primary stage. The researcher designed a format to code the results. The format included the scholastic year name, the term, the unit number and name, the criteria of evaluation and how they are stated: explicitly or implicitly with examples.

The results of each main category of criteria were discussed in detail accompanied by a table followed by a figure at the end. Then a comprehensive table for all the six main categories of criteria followed by a figure was presented.

Table (4): The Average Frequency of the Criteria in 'Hello' Series English Textbook in the Fourth, Fifth, Sixth Years of the Primary Stage Compared to the Number of Units in Each Year and the Weight of Existence of Each Main Criteria during the Three Years

No	Criteria	Fourth Year	Fifth Year	Sixth Year	Weight of Existence in Three Years
		Number of Units=24	Number of Units=24	Number of Units=24	
1	Content	34.3%	35.7%	38.1%	36.7%
2	Vocabulary and Grammar	54.1%	52%	49.9%	52.5%
3	Exercises and Activities	53.6%	50.8%	49.5%	50.7%
4	Style of Writing	37.5%	37.5%	37.5%	37.5%
5	Appropriateness for the Audience	46.9%	50.3%	49.2%	49.3%
6	Textbook Layout	50%	60%	50%	56.6%
					47.2%

To answer the third question which was "What are the features of a newly developed language unit for visually impaired pupils?" a frame work was designed based on the list of criteria designed to evaluate the "Hello" series textbooks of the VIPs. The modifications have been done to unit 8 from the sixth year textbook. The unit has been modified to suit the needs of VIPS. The unit was an example of what should be done to all textbooks of "Hello" series.

Conclusions:

The following conclusions were drawn from the afore mentioned results:

- 1- There is a need for developing EFL primary stage textbooks of VIPs to fulfil the entire criteria list recommended to suit their impairment and needs.
- 2- EFL textbooks can be modified to suit the needs of the VIPs.
- 3- The textbooks should help VIPs overcome their visual impairment and not be an added obstacle in their way of learning.

Recommendations:

Based on the results of the study, the following recommendations are offered:

- 1- EFL textbooks for VIPs should be constantly evaluated in the light of their unique needs and learning and language characteristics such as distorted conceptual development, lack of incidental learning, verbalism and misuse of pronouns.

- 2- Special needs of VIPs should be catered for when designing EFL textbooks.
- 3- Special topics of the expanded core curriculum should be incorporated in the EFL textbooks in order to compensate for decreased opportunities to learn incidentally by observing others.
- 4- Teachers' Guides should help teachers of VIPs in delivering concepts and skills by offering them different teaching approaches.
- 5- The teachers and supervisors of VIPs should acquire certificated in special education or after graduate certificates in special education to understand the nature of the impairment and be of the most help to VIPs.
- 6- The school term should be longer since VIPs need more time to learn new concepts and skills.
- 7- The Braille version of the textbook should be lighter and smaller in size to suit VIPs in the primary stage.

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