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Exploring Teachers' Strategies for Dealing with Students with Speech Impairments in the EFL classroom

The Case of Algerian University Teachers

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Dedication

I dedicate this work to my family.

Abdesselame.

Dedication

This work is dedicated to my parents, my two brothers, my grandmother, all the members of my family without an exception, and finally my friends and whoever supported me in my life.

Islam.

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All praise is due to the Almighty Allah who guides and gives us the capacity, the strength, and the motivation to pursue and complete this work.

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Abstract

The current study is an attempt to investigate teachers' strategies for students with speech impairments. It aims to explore English as a foreign language university teachers' strategies for these students. Accordingly, within the context of the current study, three research questions were raised: what are the most effective strategies of EFL university teachers for students with speech impairments? What modifications do teachers face when implementing strategies to support speech impaired students? What challenges do teachers face when implementing modified communication strategies for students with speech impairments? To obtain the necessary data, a questionnaire was administered to thirty Algerian university teachers of English as a foreign language classroom. The major research findings reveal that speech impairments do affect the students' academic performance and that modified strategies do make a positive impact on the speech impaired students. Eventually, the research work offers a variety of recommendations for teachers and future research with the purpose of drawing more attention to speech impaired students.

Key words: EFL classroom, modified communication strategies, speech impairments, teachers' strategies.

List of Abbreviations

AAF: Altered Auditory Feedback

AI: Artificial Intelligence

EFL: English as a Foreign Language

ICT: Information and Communication Technology

Q: Question

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General Introduction

Having sufficient communicative skills is an essential attribute that is needed in most life aspects, since the way that someone interacts with others will shape their perspective about that person. They are also considered as the foundation of the academic performance, when students have trouble talking or understanding words it can make learning more difficult than it should be not allowing them to exert their full potential. Speech difficulties differ from a person to another; a person facing these challenges may encounter problems with speaking (expressive language) or understanding (receptive language). Expressing emotions and engaging with others may be challenging, leading to feelings of low self-esteem and frustration and it may even lead to questionable behaviours in class. The teacher's role in this case is to adapt his way of teaching to match their condition, taking into consideration their interest, preference and allow their voice to be shared and heard throughout the session while making them feel included with a bit of effort and some patience.

1. Statement of the Problem

Speaking is communicating concisely or using few words to convey a message or express oneself. It's about being concise and to the point. In any academic setting, there is a possibility that many students suffer from speech impairments which does not only affect their interaction with others, but also stands in their way of learning. Teachers play a crucial role in aiding these students, however; in most cases they lack the tools and strategies to properly reach the students, from having to accommodate to their needs, interest, and the type of speech impairment they have. This means that students with speech difficulties may not be getting the help they need, especially in an EFL classroom that entails learning the correct pronunciation of words. Although very few, some studies

have been made to investigate teachers' strategies to deal with student speech impairments in the EFL classroom, for the purpose of providing the best learning experience possible for students with speech impairments.

2. Significance of the study

This study is a humble attempt to explore and understand the effective teaching strategies for students with speech impairments to enhance their academic performance, mainly by identifying and implementing strategies tailored to their needs. Therefore, teachers can support these students in achieving academic success.

3. Aims of the Study

Students with speech impairments often face challenges in communication which would hinder their learning process, especially that they would also encounter some emotional and social struggles due to their communicational difficulties. This study aims to explore EFL university teachers' strategies to deal with students with speech impairments and to inspire them with more effective strategies that would contribute to building the speech impaired students' self-esteem and confidence so they can properly engage in the EFL classroom.

4. Research Questions

This study seeks to find answer to the following questions:

- What are the most effective strategies of EFL university teachers for students with speech impairments?
- What modifications do teachers make to their teaching methods and communication strategies to support students with speech impairments?

- What challenges do teachers face when implementing modified communication strategies for students with speech impairments?

5. Research Instruments

To meet the mentioned aims of the present study and conduct a comprehensive investigation, a research instrument was selected which is a questionnaire directed to teachers of the EFL classroom, the purpose behind this questionnaire is to help researchers and educators identify the effective approaches and best practices for teaching students with speech impairments. The questionnaire would also provide data that enriches our understanding of effective practices and strategies and create room for improvement in supporting this kind of students in their education.

6. Structure of the Study

This research investigates the teachers' strategies to deal with students with speech impairments. It examines how well teachers can recognize and aid students with speech impairments. It is divided into two chapters. The first one constitutes the theoretical part and the second one stands for the practical part. The first section of chapter one provides a definition of speech impairments, its types, causes, their effect on academic performance and how those speech impairments can be treated. As for the second section, it deals with teachers' strategies starting by giving a definition, then delving into the strategies used with students with speech impairments, what to avoid when dealing with them. The section ends with the evaluation of speech impairments and its procedures.

The second chapter provides a description of the field work of the research at hand. In order to achieve the aims of the study, the research questions must be attained. This chapter deals with the gathered data from Algerian university teachers of the EFL

classroom. It discusses the analysis of the findings obtained from the teachers' questionnaire, as it identifies a sample to test out the validity of the research questions. Additionally, other than the analysis and interpretation, some attention is devoted to the main findings and implications. This chapter ends with mentioning the limitations with a variety of recommendations for teachers and for further research.

Chapter One

Introduction

This chapter covers the review of literature regarding teachers' strategies for students with speech impairments in the EFL classroom. The chapter's first section sheds light on the speech impairments Common types of speech impairment, their causes, their hindrances for the learning process and their treatment. The second section introduces the teachers' strategies to deal with the speech impairments, starting with an overall definition of the strategies, common strategies used with students with speech impairment, what to avoid when dealing with speech impairment student and finally the evaluation of speech impaired students and its procedure.

Section One: Speech Impairments

According to Nuryani, Wibisono and Salikin (2022), Language is a tool used by humans to communicate. It is a process of transmitting thoughts and feelings (from the brain) verbally in the form of words or sentences. This process is complex because it requires the functioning of the various organs that affect the mechanics of speaking, thinking, or processing thoughts into words, as well as mental modalities that are revealed when speaking, they are also determined by environmental factors. However, Nuryani, Wibisono and Salikin further claim that one can be easily misheard or misunderstood if one of the communication parties has a speech impairment.

1.1.1 Speech Impairments

As stated by Brennan (2021), speech impairments refer to the difficulty in the production of sounds, consistency in fluency, or overall communication. Speech impairments may range from mild to severe and may result in numerous causes ranging from neurological, physical, or developmental disorders. Language impairments can be

further broken down into receptive and expressive language impairments. It may be helpful to determine whether the child has a receptive or an expressive impairment or both. (Speech and language impairments, 2015).

Speech impairments are divided into five types:

1.1.1.1 Speech Sound Disorder. According to the research of Speech Sound Disorder in Children (2019), a speech sound disorder is an articulation or phonological disorder that takes place by the atypical production of speech sounds characterized by substitutions, distortions, additions, or omissions that interfere with intelligibility. A speech sound disorder is not necessarily the result of factors related to age, gender, culture, ethnicity, or limited English proficiency.

1.1.1.2 Phonological Disorder. A phonological disorder is an impairment in the system of phonemes and phoneme patterns within the context of spoken language. For example, a child would be able to pronounce the letter “b” in “bean” however he will leave out the letter “b” in the word “stab, in other words the child has difficulty understanding the sound system. (Articulation and Phonological disorders, 2018)

1.1.1.3 Articulation Disorder. According to the research of Articulation and Phonological disorders (2017), an articulation disorder is characterized by difficulty in the production of sounds it is a common condition that is known for four main articulation errors:

- **Addition:** It refers to sounds or syllables to words that don’t belong there for example (“puh-lay” instead of “play”).
- **Distortion:** It means changing a sound which might seem like a lisp (when “s” sounds like /θ/). For example, instead of saying “sing” he would say

“thing”, they can also replace the “r” with “w” so the word “rabbit” would be pronounced “wabbit”.

- **Omission:** It is Leaving certain sounds out of their speech altogether (for example, never using “sc” in “school or “scratch”).
- **Substitution:** This means always substituting one sound for another (for example, using “s” instead of /θ/ or “w” in place of “r”) (Articulation and Phonological disorders, 2017).

1.1.1.4 Fluency Disorder. As per the Articulation and Phonological disorders (2017), fluency disorder is characterized by deviations in continuity, smoothness, rhythm, or effort in spoken communication. It may be accompanied by excessive tension and secondary behaviours, such as struggle and avoidance. A fluency disorder is not primarily the result of factors related to age, gender, culture, ethnicity, or limited English proficiency since almost every speaker faces some discontinuity while speaking using fillers such as (“like” or “uh”), which are normally called typical disfluencies. Nevertheless, a fluency disorder is when a person is having difficulties speaking in a flowing way making it a normal occurrence to disrupt the flow of speech (Articulation and Phonological disorders, 2017).

1.1.1.5 Voice Disorder. Hopkins (2019) claimed that a voice disorder is characterized by the abnormal production or absence of vocal quality, pitch, loudness, resonance, or duration of phonation that is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency. But rather it takes place due to illness, aging, excessive screaming, smoking and many other factors.

1.1.2 Common Types of Speech Impairments

Speech impairments can impact individuals of various age groups. Stuttering, apraxia, dysarthria, and speech delay are some of the types of speech impairments. Speech impairments generally take place through injuries or genetic reasons, and it's when a speaker has limitations in his tongue, lip and jaw movement which affects his speech production (Eske, 2019).

1.1.2.1 Stuttering. A speech impairment that interrupts the flow and fluency of speech includes repeating sounds or words, prolonging sounds, or getting stuck on certain sounds or words (Stuttering, 2018). Repetition happens when an individual unconsciously repeats sounds, vowels, or words, for example, "I-I-I want to go". Prolongations involve stretching a specific sound or vowel, for example, "Sssssssssssorry, I didn't mean to". Sound or word blocks occur when individuals have a clear idea of what they want to say but struggle to produce the required speech sounds, leading to a feeling of their words being stuck, for example, "I (pause) can't say it" (Stuttering, 2013).

Stuttering symptoms can be both physical and behavioral symptoms, which can be observed, including struggles in initiating speech, elongating, and repeating sounds or a whole word, inserting filler words like "um" when expecting a brief silence or a pause. Physical symptoms include tension in the face and shoulders, rapid blinking, lip tremors, clinched fists, and sudden head movement. These symptoms may result from different situations, like stress, excitement, or frustration. (Stuttering, 2021).

Nall, R (2019) claimed that there are three types of Stuttering:

- **Developmental stuttering:** It impacts children who are in the process of learning speech and language skills. Genetic factors raise the chances of someone developing this form of stuttering.

- **Neurogenic stuttering:** It arises when brain damage disrupts the coordination among various brain regions involved in speech production.
- **Psychogenic stuttering:** unlike developmental stuttering, it emerges later in life and arises suddenly in individuals due to psychological or emotional factors rather than neurological causes. It can be triggered by trauma, stress, anxiety, or other mental health conditions.

1.1.2.2 Apraxia. The brain manages all human actions, including speech, mostly unconsciously. When someone speaks, the brain sends signals to various body organs, guiding the coordination needed to produce sounds. This includes actions like opening/closing the vocal cords, moving the tongue and lips, and regulating airflow through the throat and mouth (Eske, 2023). Apraxia occurs due to a damaged brain that impairs individual motor skill, it is a neurological disorder which can affect any part of the body involved in producing speech. Apraxia of speech, or verbal apraxia, affects an individual's ability to form the sounds of speech correctly, even when they know which words they want to say; for example, a person with apraxia may say "chicken" instead of "kitchen" (Malini & Rajkumar, 2019a, b).

1.1.2.3 Dysarthria. Another speech impairment is Dysarthria, and it is defined by Perrotta (2020) as a condition where damage to the brain results in weakness of the muscles involved in speech production, such as those in the face, lips, tongue, throat, or chest. This muscle weakness can significantly impair a person's ability to speak clearly and fluently. Some symptoms of dysarthria include slurred speech, mumbling, speaking too slowly or too quickly, soft, or quiet speech or difficulty in moving the mouth or tongue.

1.1.2.4 Speech delay. Riley and Constantinidis (2017) stated that Speech delay is a phenomenon where a child takes longer than average or has trouble speaking in comparison to other kids of their age. Here, speech language pathologists must be involved to determine many potential reasons why a child has a problem communicating. These reasons may include that the child is a "late bloomer" which means that the child takes longer than average to speak, or the child is suffering from autism spectrum disorder, or having a brain damage like apraxia or dysarthria that effect the nerve connections and speech organs or having a potential hearing loss (Liang et al., 2023). The role of a speech language pathologist is to go through a process of evaluation and eliminating every possible reason that causes speech delay until an explanation is found. Once the real reason of speech delay is identified, the speech language pathologist can start the right treatment. Early intervention can make a huge difference in how well someone can communicate as they grow up and prevent severe consequences for early child development (Moharir et al., 2014).

1.1.3 Causes of Speech Impairments

According to Dahl (2017) children develop speech and language skills from their birth until they start going to school. This development should happen according to the suggested timelines and typical patterns that it usually occurs. When a child's development doesn't happen according to the plan, it will make parents worried, and it will require intervention from a speech language pathologist to assess the situation. Often, these difficulties can be treated with speech and language therapy. Hearing loss, neurological disorder, autism, intellectual disability, physical impairment, vocal abuse or misuse, prematurity, Life events and genetics are some of potential reasons for speech and language disorder. (Natalie J. Dahl, 2017)

1.1.3.1 Hearing Loss. Speech impairments can often be caused by hearing loss that occurs when a child has difficulty in hearing sounds or cannot hear at all. It can happen due to various reasons, such as damage to the ear, ear infections, exposure to loud noises, or genetic factors. This can hinder his language acquisition process due to the inability to hear words correctly and repeat them properly because the child has a hard time understanding, imitating, and using language, this can lead to slurred words, imperfect tone, and stress (Hearing, ear infections, and deafness,2018).

Standing on the same ground, the Effects of Hearing Loss on Development (2009) claimed that children with hearing loss do not learn words as fast as those who have normal hearing; for instance, they may know concrete words like cat, ball and jump but might have trouble with abstract words like before and shy. furthermore, they often struggle with words with double meanings.

1.1.3.2 Neurological Disorder. It refers to a neurological condition that interferes with a child's capacity to speak or comprehend language, impacting their control over the muscles involved in speech. Such conditions may encompass dysarthria, apraxia of speech, or the aftermath of a traumatic brain injury (CARR,2007). Neurological disorders can seriously affect how a person speaks and understands speech. They mess with the brain areas responsible for these functions. Understanding neurological disorders that affect speech is crucial. It's essential for diagnosing and providing appropriate solutions to individuals facing communication challenges (Loeb, 2023).

1.1.3.3 Autism. Autism can lead to difficulties in communication and social interaction. Individuals with autism may further experience challenges such as delayed language development, difficulty with conversation skills, using and understanding nonverbal cues, and exhibiting repetitive or limited speech patterns (CARR, 2007).

Autism can range from mild to severe, depending on how much these challenges affect everyday life. Autistic people also have some type of restricted interests or repetitive behaviours. They may focus on one topic, like cars or a television show, or they may be attached to a certain object or activity, since speaking about a topic of interest will somewhat shift their focus from their lack of speech ability to the topic at hand. An autistic person may not like changes in their schedule or changes in the way they do something which would affect their academic performance (Autism Spectrum Disorder, 2009).

1.1.3.4 Intellectual Disability: The term intellectual disability can be used to refer to two categories of impairments: first impaired intelligence which can be defined as the disability to understand new or complex information and learn new skills. Second impaired social functioning that refers to the reduced ability to cope independently which starts before adulthood with a lasting effect on development (A new strategy for learning disability for the 21st century, 2001, p.14). This happens when a child struggles in his academic life and lacks social skills and awareness because of his limited thinking and understanding. This will often cause delays in speech and language skills (Inclusive Teaching Intellectual Ability, 2023).

1.1.3.5 Vocal Abuse or Misuse. A child's voice may sound rough, breathy, too high, or low, or too loud or soft. And according to Underbink (2020), this can happen by actions like yelling, screaming, clearing the throat excessively, or using the voice too much. It is considered a voice disorder if the speaker has a problem with pitch, volume, tone, and other qualities of the voice. These problems occur when the vocal cords don't move or vibrate normally (Hopkins, J, 2019).

1.1.3.6 Prematurity. Premature infants may experience delays in acquiring communication skills due to their underdeveloped physiological and neurological systems. It can lead to difficulties in producing sounds, comprehending language, or expressing thoughts clearly. Studies show that babies born preterm tend to have a smaller vocabulary at 3 years of age compared with babies born full term. Without support, this gap can continue to widen through preschool and school age (Zimmerman, 2018).

In a similar vein, Sansavini (2011) claimed that preterm babies develop gestures, words and language understanding at a slower rate than normal babies. This results in a difference in language skills that continues to widen through early childhood.

1.1.3.7 Life Events. Life events can influence speech and language acquisition either positively or negatively. Positive experiences, such as supportive relationships and access to quality education, can promote language acquisition and fluent speech. On the other hand, Osofsky (2019) claimed that mistreatment to children such as neglect, abuse, or witnessing traumatic events, can contribute to speech difficulties and communication challenges. He added further that andthe majority of trauma we see with young children is due to neglect, and it plays a very important role in the lack of language skills in these children.

1.1.3.8 Genetics. Genetics play a significant role in speech impairments, making children more likely to experience conditions like developmental speech delay, stuttering, or apraxia of speech. According to Ahlman (2019) these disorders often run in families and are hereditary which can impact brain structures involved in speech production and language processing. Understanding why speech impairments occur because of genetic factors is very crucial for early identification, intervention, and providing genetic counseling for affected families.

1.1.4 Learning Hindrances Caused by Speech Impairments

A child diagnosed with a speech disorder, will encounter challenges in comprehending, processing, and using verbal information. When this information is presented as instructions for tasks at home or school, the child may struggle to grasp the content, let alone retain it. Difficulty understanding and recalling verbal instructions can significantly hinder the child's task completion and academic performance, especially in speech. This issue becomes particularly problematic when instructions are solely provided verbally and involve multiple steps. In addition, children who have problems with speech skills may also have difficulty learning how to read and spell. Research has shown that verbal skills are very influential in developing reading skills (Sherred, 2021).

According to Sherred (2021) There are many signs that can be noticed at home or heard from the child's teacher or school administrator that could signal they have a speech or language disorder. These include:

- Not reading at the skill level expected for their grade and difficulty understanding what their teacher is saying,
- Trouble expressing their thoughts, ideas, and feelings through both verbal and written language,
- Difficulty with speech production at the sound, syllable, word, phrase, sentence, or conversational level,
- Not being able to interpret or correctly respond to social cues,
- Difficulty with problem solving, time management, and organization,
- Lack of attention and focus (Sherred, 2021)

It is important for those caring for and working with children diagnosed with a speech disorder to understand that these potential difficulties with learning do exist. These

children require adults who have a grasp on their condition while being ready to help get the services and accommodations they need, and encouragement that they are capable of learning.

1.1.5 Treatment for speech impairments

Speech and language therapy is the typical approach for treating language impairment. For instance, children might engage in individual sessions with a speech therapist or join group sessions. Then, the therapist will be able to conduct the diagnosis. A person may receive speech therapy to treat a speech disorder. Gill (2019) stated that the type of treatment will depend on the severity of the speech disorder and its cause. This means that the treatment will vary from a case to another.

For Eske (2019) Treatment options can be categorized into two:

- speech therapy exercises that focus on having the target group getting accustomed with certain words or sounds
- physical exercises that focus on strengthening the muscles that produce speech sounds

1.1.5.1 Contrast Therapy. Eske (2019) argued that contrast therapy involves the use of contrasting sounds, words, or phrases to improve a person's speech clarity, articulation, and overall communication skills. It's often used in speech therapy sessions to address issues like speech sound disorders or difficulties with articulation involving saying word pairs that contain one or more different speech sounds, an example word pair might be “beat” and “feet” or “dough” and “show” to familiarize the target with words they are alike in terms of pronunciation.

1.1.5.2 Oral Motor Therapy. Oral motor exercises, also known as orofacial exercises, stand as a valuable tool in the realm of speech therapy. These exercises target the muscles in the mouth and face, aiming to strengthen and improve their functioning, widely used to enhance oral motor skills. Oral motor exercises are particularly beneficial for individuals with speech and swallowing disorders as well as those facing neurological damage or muscle (Rajini, 2023). The oral-motor therapy approach focuses on improving muscle strength, motor control, and breath management. These exercises can help people develop fluency which will make their speech smoother making it sound more natural (Marshall, 2006).

1.1.5.3 Ear Device. It refers to small electronic devices that fit inside the ear. These devices can help improve fluency in people who have a stutter. Some ear devices replay delayed versions of the wearer's voice to make it seem as though someone else is speaking with them; another ear device produces a noise that helps control stuttering using a technology called 'Altered Auditory Feedback' or "AAF", which allows the speaker to hear his voice since it plays it with a tiny delay making it seem like an echo (Hearing Aids, 2015).

1.1.5.4 Medication. Some speech impairments can cause some people to develop anxiety. Since stressful situations can trigger anxiety, more speech disorder issues will be caused. Anxiety medications may help reduce the symptoms of speech impairment in some people. Medication alone typically does not "cure" speech impairments. Speech impairments can have various underlying causes, including neurological conditions, developmental disorders, or physical issues with the speech mechanism. While medication might be prescribed to manage symptoms such as anxiety or muscle spasms that can accompany speech impairments, it usually doesn't directly address the underlying speech difficulties (Speech and Language Disorders, 2019).

Conclusion

From all that has been mentioned, it can be concluded that speech impairments present challenges in communication, but they do not define person's potential. When they are identified and treated properly with therapy based on evidence, people with these issues can learn to have a smooth flowing conversation. Ongoing research is exploring speech impairment, bringing the possibility of better treatments in the future. By promoting compassion and making sure there are resources available, a welcoming community can be built where all individuals can engage and be included in society.

Section Two: Teachers' Strategies for Students with Speech Impairments

Children with language disorders will likely experience difficulties in a mainstream classroom due to problems with expressive language (spoken words, articulation, word-finding, vocabulary, semantic confusions etc.) or with receptive language (understanding, recall etc.) or both (Children with Language Difficulties in Primary School, 2015). Classroom strategies are implemented to help learners achieve broader communication objectives within the regular classroom setting. These strategies focus on addressing communication needs while leveraging the child's strengths. Additionally, these strategies can also be used at home to make sure the child sees consistent examples of good communication (Programming for individual needs: Pre-referral intervention, 2000).

1.2.1 Common Strategies Used with Students with Speech Impairments

Students with speech impairments often benefit from a variety of strategies tailored to their needs, enhancing their communication skills and overall academic journey. These strategies aim to address the specific challenges they face in expressing themselves. According to Farley (2013), there are seven strategies teachers should follow:

- **Supporting students with different forms of speech:** When teaching students who have problems with their speech or language, teachers should encourage them to believe in themselves by not insisting on repetitions of wrongly pronounced words or completing their sentences. Instead, it is appropriate for teachers to demonstrate the correct structure in the answer by putting emphasis on understanding what the learner is saying rather than correcting grammar while encouraging the use of other means such as gestures, writing or drawing for communication (Farley, 2013).
- **Avoid ambiguity and engage in effective communication:** As per Farley (2013) teachers should speak plainly and face the class so that the students can see the teachers' facial expressions and body language. It is also supportive for the teacher to encourage lipreading. Giving several instructions in a particular sequence supported by visual cues plus gestures for better comprehension, also calling each learner's name then asking questions to catch their attention will make language less ambiguous.
- **Promote Active Listening and Respectful Communication in the Classroom:** When a student speaks to the class, it is critical that he practices active listening

and maintain eye contact with the speaker. Rather than moving their eyes from one point to another, students must concentrate on the teacher and nod to show understanding as well. Furthermore, speaking out of turn and other kinds of interruptions can disrupt the flow of a discussion. Finally, it is necessary for the teacher to show why it's important to take a moment before answering questions by intentionally pausing for several seconds before responding. (Farley, 2013)

- **Help Students Struggling with Organizing Speeches Chronologically:** A good method for teaching learners who have difficulty putting sentences together or telling stories in order is telling them to make bullet points which will outline all their ideas then put those points on a timeline according to how they happened in time. For example, if a student were recounting a personal experience they might present key details in bullet-point form like this: Woke up late/ Missed bus/ Walked to school/ Got into classroom. By ordering these parts on a timeline, the student obtains a clearer framework for their narrative (Farley, 2013).
- **Enhancing Vocabulary Acquisition Through Visual Learning:** Farley (2013) argued that in order to make sure that students remember and understand the new words, teachers should incorporate visual aids into their vocabulary teaching. Another approach that educators can use is motivating children to create their own vocabulary box with picture cards having important terms. Furthermore, learners can draw or search for online pictures illustrating such words as "apple," "book," or "tree" to improve their visual memory and enlarge their vocabulary.
- **Praise and self-esteem construction:** When speaking about positive communication and interactions, it is necessary to describe strong sides demonstrated by a learner more precisely, for example, correct pronunciation or the ability to convey thoughts clearly. Also, teachers should be able to identify

other talents like imaginative thinking or physical abilities, which contribute greatly towards building self-esteem as well as increasing participation in different activities. For instance, if during group work a student shows good listening skills by actively interacting with peers' ideas while also sharing their own points respectfully, then both his/her attentive behavior and interesting remarks should be appreciated and praised. (Farley, 2013)

- **Help learners make their needs known:** According to Farley (2013), teachers should consistently monitor tasks for understanding and address any misunderstandings promptly to enable the learners to express their needs. Teachers should encourage children to use a previously agreed signal such as a raised hand or a nod to get more explanations on unclear points. In case they encounter problems while doing their work, the teacher should let the learners remind themselves that they have this signal to show that something is not clear; so that there can be an immediate response to their challenges and needs. In a related vein, Rakovic (2023) suggested five other strategies that emphasize the collaboration of teachers, language pathologists and parents:
- **Creating a positive learning environment:** To support children with speech impairments, Rakovic (2023) claimed that teachers should start by creating a positive, communicative atmosphere in the classroom. They can achieve this by setting up classroom routines that are supportive for these students like circle time and morning meetings as well as using written materials and visual aids to ensure students know what is expected of them. Peer interaction can also be promoted through providing opportunities for students to work in pairs or small groups. Learners will, therefore, enhance their conversational skills in a secure environment.

- **Using multi-sensory teaching strategies:** Students with speech impairments, according to Rakovic (2023), may learn and remember new material more effectively when teachers use teaching strategies that incorporate multisensory approach such as auditory, visual, and kinesthetic activities. For example, for auditory activities, teachers may play audio recordings of speeches or interviews so students can listen and engage in discussions about recordings topic. For visual activities teachers can present visual aids such as maps, pictures, or videos so that students can better remember and comprehend key information. For kinesthetic activities teachers should focus on role playing activities where students physically embody characters and actions from the lesson to make a deeper connection to the material. Combining multimedia presentations, music, hands-on exercises make learning more fun for all students, including those suffering from speech and language impairments.
- **Providing accommodations:** Supporting children with speech impairments involves making modifications that address each individual student's specific needs. Rakovic (2023) argued that modification in assignments like breaking down the complex tasks into smaller manageable stages or providing visual aids for understanding are helpful. Assistive technology such as speech-to-text or text-to-speech software can also be encouraged by teachers to ease communication, hence giving students an extra amount of time for completion of assignments and examinations.
- **Collaborating with specialists:** Rakovic (2023) advocated working along with speech-language pathologists or other experts to assist teachers in creating efficient teaching strategies that are customized to the needs of every student. Specialists can offer support and materials to help teachers better understand the needs of their learners, as well as suggestions on how to include speech and language therapy goals in classroom activities.

- **Encouraging family involvement:** Another helpful classroom approach suggested by Rakovic (2023) to help learners with speech problems is to encourage family involvement. Along with offering strategies that have been successful at home, parents can share insightful information about their child's communication needs and talents. Teachers can also give families information and details about support groups and speech and language therapy services.

1.2.2 What to Avoid when Dealing with Students with Speech Impairments?

When dealing with students with speech impairments, it's only appropriate to approach communication with sensitivity and awareness. Avoiding certain behaviours in order to create a supportive environment is necessary.

- **Fostering Communication Confidence:** Students who struggle with speech and language issues often experience stress and anxiety, worsening their communication challenges. This added pressure can further hinder their ability to articulate thoughts effectively. It's crucial to recognize that in the classroom setting, these students produce speech in a slow pattern. Therefore, it's essential to give them time and have some patience, fostering an environment where they feel supported to communicate at their own pace (Hirsch, 2021).

When supporting students with speech impairments, it's crucial to be aware of potential mistakes to ensure effective communication and a supportive learning environment.

- **Overcorrection:** Overcorrecting every mistake made by a student with a speech impairment can be overwhelming and may discourage them from communicating. Correcting every error is a temptation teachers must resist. Teachers would want learners to be excellent and accurate. Almost any mistake or error needs to be

addressed at some point during a learner's language development. The problem is, if the teacher corrects every error, students will get discouraged from trying. It can also interrupt the flow of English lessons (How to Correct in English Lessons, 2018).

- **Ignoring Nonverbal Communication:** Nonverbal Communication is a Bridge to Language Development. It is important for students with speech impairments in the way that things such as gestures or facial expressions play a crucial role in communication and ignoring these cues can hinder understanding and interaction (6 Strategies for Encouraging a Non-Verbal Child to Communicate, 2017). Nonverbal communication is a fundamental aspect of human interaction. It encompasses the use of body language, facial expressions, gestures, and other nonverbal cues to convey emotions, attitudes, and intentions. While verbal communication is important, nonverbal communication often plays an equally significant role in our daily interactions (Selby, 2023).
- **Using Complex Language:** Using overly complex language or sentences may pose challenges for students with speech impairments. It's essential to communicate in a clear and straightforward manner. Students face various challenges when reading in English. These challenges include difficulties in understanding the meaning of words, comprehending sentences and paragraphs, identifying the main idea and plot of a text, and looking for detailed information in the text. Unfamiliarity with complex vocabulary is a common challenge, as well as a lack of vocabulary and recognition of words (Language in brief, 2023).

1.2.3 Speech Impaired Students' Evaluation

According to Rea-Dickins and Germaine (1992), evaluation is an intrinsic part of teaching and learning. It is important for the teacher because it can provide a wealth of information to use for the future direction of classroom practice, for the planning of courses, and for the management of learning tasks and students. If a student is suspected of having an educational disability and is not making progress despite suitable pre-referral therapies that have been intensified depending on their progress, they may be provided to undergo a psycho-educational examination. A referral can be initiated by the student's teacher, parent, or external sources can be contacted at any given moment. (Speech or language impairment evaluation guidance, 2018).

1.2.3.1 Evaluation Procedures. According to the research of Speech or language impairment evaluation guidance (2018), evaluation for speech impaired students can be broken down into four main procedures performed by disciplinary teams using a variety of sources of information to ensure that all aspects of the speech impairments are covered, and they are the following:

- **Language impairment:** Evaluating students for impaired language needs a thorough and diverse approach. The process starts by testing the ability to hear, whether hearing is normal or defective, and proceeds to test their understanding and use of language through standardized tests. To reinforce identified areas of delay, further evaluations are carried out. These should include assessment of auditory processing which covers attention, discrimination, memory association and integration among others. Teachers get input by using checklists while parents also give their contributions, so eventually there is much evidence gathered showing how negative academic performance has been affected by students'

language impairment. This method gives a complete picture of what the student can do with language as well as how various impairments may be influencing classroom achievement, thus taking into consideration all aspects which pertain to the student's abilities (Speech or language impairment evaluation guidance, 2018).

- **Articulation Impairment:** This is when significant deficiencies in speech Sound production, are identified through a thorough assessment process. This evaluation includes a hearing screening to exclude any hearing issues, identifying ongoing pronunciation mistakes that are at least one year behind expected developmental levels, and the use of standard tests to evaluate the range of speech sounds and language processes. The severity of the issue is determined through measurements, as well as feedback from teachers and parents. The evaluation also involves analysing how well speech sounds are produced during conversation, as well as documenting how the issue impacts performance in both academic and non-academic areas (Speech or language impairment evaluation guidance, 2018).
- **Voice Impairment:** Evaluating voice disorder among students involves various key components. These include measuring the hearing ability, evaluating voice qualities through an otolaryngologist, and conducting oral peripheral examinations. Additionally, information is collected to show how far the voice disability has affected the student's academic achievement as well as justify for differentiated instructions and other supplementary aids in all educational areas. Through this comprehensive assessment, one can gain deeper knowledge about a learner's vocal problems and their impact within an educational context (Speech or language impairment evaluation guidance, 2018).

- **Fluency Impairment:** Fluency impairment is usually diagnosed through a well-organized assessment. This includes testing the hearing of the child to ensure there is no ear blockage, then gathering information from both the parents and student concerning disfluencies displayed in different situations. Moreover, an oral peripheral examination is performed to evaluate any physical factors relating to fluency. Lastly, documentation that includes notes from various environments and tests is developed to reveal how fluency disorders affect school performance in academic and non-academic aspects (Speech or language impairment evaluation guidance, 2018).

Conclusion

To conclude, the success of teaching can be measured by the learning outcomes achieved by students. This outcome is a result of the combined efforts of teachers, parents, pathologists, and students. Teacher's strategies help students with speech impairments meet their different needs, help students remember what they learn, encourage critical thinking, keep students motivated, and show teachers how well students are doing. Teaching strategies tailored to speech-impaired students are crucial for helping them learn and communicate effectively. By using methods like visual aids and multi-sensory teaching strategies, teachers make learning easier and build students' confidence. These strategies also encourage social interaction, creating an inclusive environment for the speech-impaired students. Furthermore, information gathered through an evaluation helps teachers determine student's strengths and weaknesses as well as their overall understanding of the material. In addition, an evaluation helps educators adjust their teaching methods to ensure the maximum amount of effective learning for students with speech impairments.

Chapter Two

Research Design, Data Analysis, and Interpretation

Introduction

Unlike the previous chapter, which introduced a literature review, this chapter focuses on the practical aspect of the current study. The purpose is to emphasize the fieldwork conducted to obtain the essential information needed to address the research questions and achieve the objectives of the study. It consists of two sections: the first one is designed to link theoretical concepts with real-world applications through offering a comprehensive exploration of teachers' practices in the classroom by employing a questionnaire. The second section encompasses the analysis, interpretation, and discussion of findings regarding the instrument used in this study.

Section One: Methodology and Research Design

2.1.1 Data Collection Tools

In order to fulfill the aims of the study at hand, it is necessary to pick the appropriate and most suitable research tool. In the current study a questionnaire directed to EFL teachers was picked as the research instrument to collect the needed data.

According to Moore (1983), questionnaires are the most used research tool in research work since they are extremely flexible and can be used to gather data on any topic from large to small numbers of participants. The teachers' questionnaire is a research instrument designed to gather information about university teachers' opinions on various aspects related to the given study. In a similar vein, Kothari (2004) stated that "A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to

read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself (p. 100).”

A teachers’ questionnaire was opted for for many reasons. For instance, strategies are flexible, and they differ from one teacher to another with many cases of speech impairments which would give the chance to get as much data as possible. In addition, questionnaires are commonly used in most research studies. Hence, the questionnaire is appropriate for investigating teachers’ perceptions towards their methods.

2.1.2 Teachers’ questionnaire

2.1.2.1 Research Setting and Participants. The current study focuses on EFL university teachers and students with speech impairments. In regard to the sample, 30 university teachers of EFL classroom were from Mila University Centre and other Algerian universities during the academic year 2023/2024. The selection of this sample was based on the consideration that teachers are well-experienced and have possibly experienced teaching students with speech impairments to provide a focused and in-depth analysis of the perception of teachers about the challenges they face. Hence, teachers are going to answer a set of questions in the form of a questionnaire.

2.1.2.2 Description of the Teacher's Questionnaire. The teacher's questionnaire is composed of 4 sections with 21 questions in total, which are a combination of closed-ended questions and multiple-choice ones. The first section entitled "General Information", aims to gather information about teachers’ academic qualifications, experience, and their current affiliation.

The second section entitled "Understanding Speech impairments" aims to investigate the teachers’ familiarity with speech impairments, their perceptions on this type of student and how they can effectively address their needs in the classroom.

The third section is entitled "Classroom Strategies", and it sheds light on the teachers' past experiences with the speech impaired students and how they can accommodate the strategies and adjust instructions to their needs, while mentioning the challenges they have encountered.

The last section covers the suggestions where the teachers were urged to give any suggestions that would benefit the teachers, students, and further research.

2.1.2.3 Administration of the Teachers' Questionnaire. The questionnaire of the current study was administered to a sample of 30 university teachers of EFL. The questionnaire was delivered in paper format and on Google Forms platform, the link of which was sent via email and other social media platforms. To ensure the privacy and confidentiality of the respondents, the questionnaire was designed so that no personal information is collected. The total process of collecting data was done in five days, between the 12th and 16th of May. This is the link to the questionnaire:

<https://forms.gle/BEanPgszJLfjF36w9>

Section Two: Data Analysis and Interpretation

2.2.1 Analysis of the Teachers' Questionnaire

2.2.1.1 Section One: General Information (Q1-Q3)

Q1. What is your Academic qualification in English language teaching?

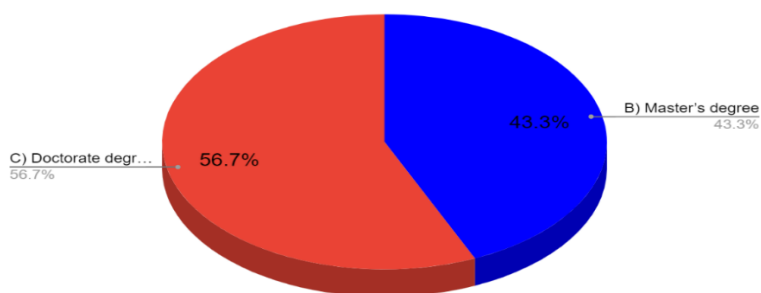


Figure 1: Teachers' Academic Qualifications

This introductory question attempts to shed light on teachers' qualifications. The figure shows the percentage of teachers who hold different levels of academic qualifications: Master and Doctorate. Based on the given data, the first thing to notice is that the highest percentage of teachers have a doctorate degree which represents 56.7% of the total sample. Teachers with Master's degree have a percentage of 43.3%. It can be concluded that the majority of participants of this study hold a doctorate degree.

Q2. What is your current affiliation (university)?

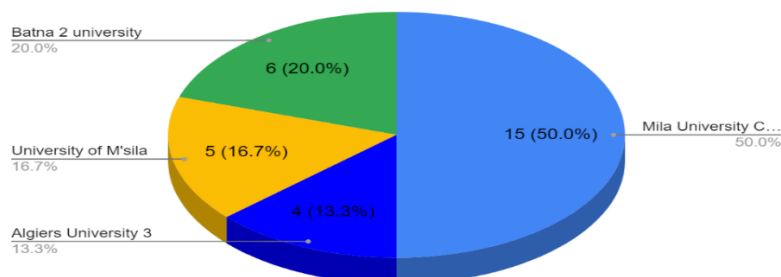


Figure 2: Teachers' Current Affiliation

The aim of this question is to see what the affiliation of the participants is. The following figure shows that half of the respondents are affiliated to Mila University Center with a percentage of 50%. While fifth of the participants are from Batna 2 University that accounts for 20%. The rest of the respondents make a total of 30%: 16.7% from University of M'sila and 13.3% are from Algiers University 3.

Q3. How many years of teaching experience do you have?

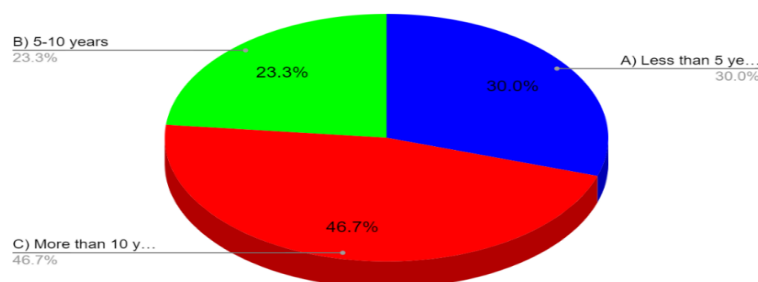


Figure 3: Teachers' Experience

The purpose of this question is to see how experienced the teachers are. The data shows that the highest percentage of teachers (46.7%) have been teaching for more than

10 years, followed by another 30% that represents teachers who have been teaching for less than five years. In addition, there is a significant percentage of 23.3% for teachers who have been teaching for 5 to 10 years. Given these data, teachers with more than 10 years of experience are dominant. Moreover, the teachers have a varied range of experience in teaching; hence, this would bring different perspectives.

2.2.1.2 Section2: Understanding Speech Impairments (Q4-Q10)

Q4. How many students with speech impairments have you encountered in your career?

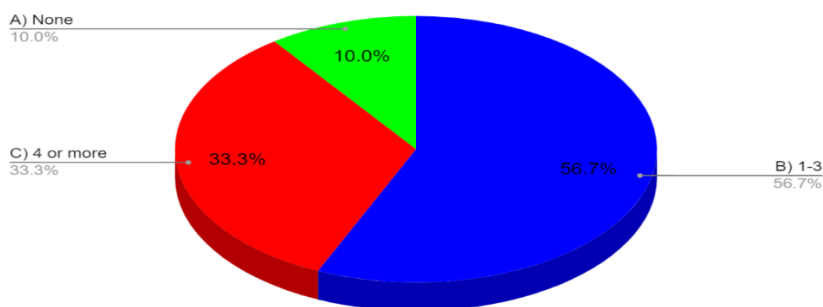


Figure 4: Encounter of Speech Impaired Students

Aiming at exploring the teachers' engagements and encounters with students with speech impairments throughout their career, and according to the data provided, it can be noticed that the majority of the respondents have encountered roughly between one to three impaired students throughout their career. On the other hand, 33.3% have encountered four or more students with speech impairments. Finally, 10% have never taught such students. This indicates the rarity of speech impaired students.

Q5. Do your students have difficulties when speaking English?

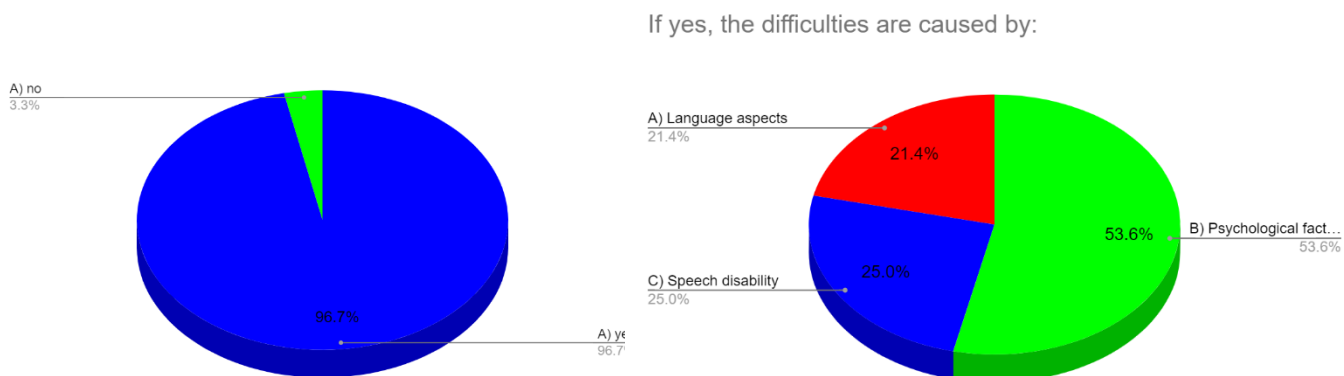


Figure 5: Students' Speaking Difficulties

As shown in figure 5, the vast majority of the surveyed teachers who represent 96.7% of the sample thought that their students have difficulties when speaking English whereas only 3.3% thought otherwise. It can be concluded that nearly all students face speech difficulties of some sort.

When asked why the teachers answered 'yes', 53.6% of the participants thought that the speaking difficulties are due to psychological factors such as stress and social awkwardness. This means that the students' biggest barrier is themselves. On the other hand, the rest of the participants opted either for language aspects with a percentage of 21.4% or speech disability with 25%. According to most of them, nearly all of the obstacles that students face in speaking English are caused by psychological factors rather than physical.

Q6. How familiar are you with different types of speech impairments (e.g.: stuttering, lisping, apraxia)?

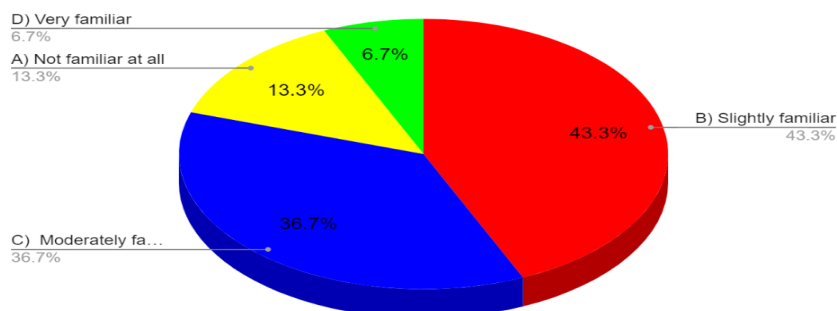


Figure 6: Teachers' Familiarity with Speech Impairments

A quick glance at this graph reveals that only 6.7% of teachers were very familiar with types of speech impairments. This indicates that only some teachers have experience with speech impairments. Nevertheless, the majority of respondents are slightly familiar with these difficulties. The second most common answer, with a percentage of 36.7%, represents teachers who were moderately familiar. The remaining 13.3% of the total sample were not familiar at all and had little to non-existent knowledge about speech impairments.

Q7. How well do you understand the impact of speech impairments on students' academic performance?

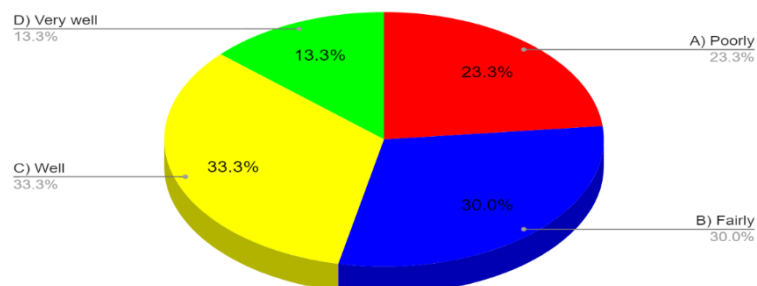


Figure 7: Impact of Speech Impairments on Students' Academic Performance

This question is meant to highlight the impact of speech impairments on students' academic performance from the teachers' perspective. It appears that teachers have varied perspectives. 33.3% of the teachers were well aware of the impact of speech impairments on students' academic performance. However, the minority (13.3%) claimed to understand it very well. The second common answer was for teachers who fairly understand the impact of speech impairments and they represent 30% of the sample. Lastly, 23.3% had a poor and narrow understanding of these difficulties.

Q8. Do you regularly assess students' speech abilities?

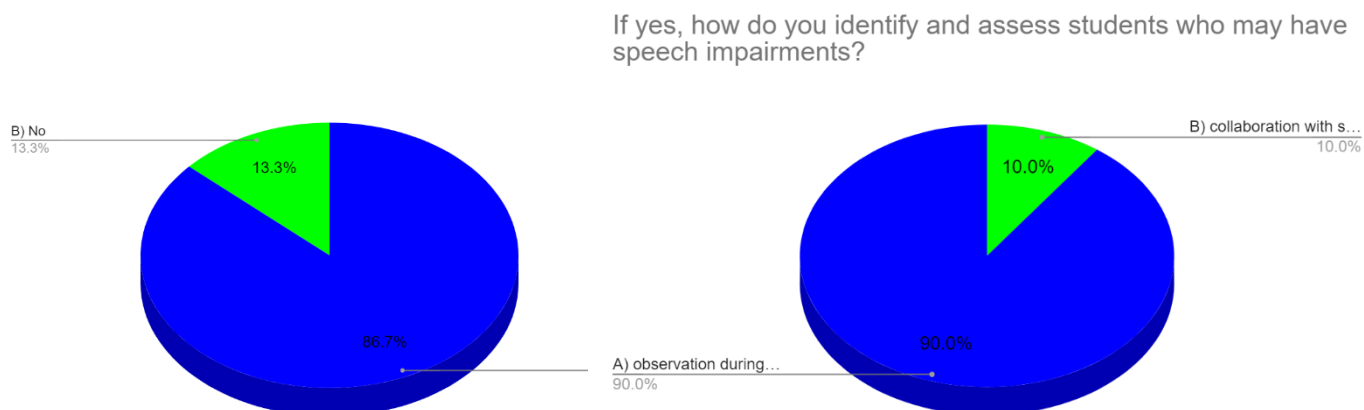


Figure 8: Students' Assessment

The result from the figure above suggests that 86.7% of teachers assess their students' speech abilities on a regular basis which would give them a clear understanding of the students' level of speech and give them insights into their weaknesses and what to improve. The remaining teachers with a percentage of 13.3% don't assess their students regularly which could harm the students one way or another.

As for the teachers who gave 'yes' for an answer they were asked to elaborate how they assess and identify students with speech impairments, none of them thought that consulting with parents or a guardian could help in the identification and assessment of students who may have speech impairments. On the other hand, 90% of the teachers believed that observation during classroom activities is the best approach to assess and identify these learners. Lastly, only 10% thought that collaboration with specialists is the best assessment method. It can be concluded that teachers of this sample rely more on observation than collaboration.

Q9. How confident do you feel in your ability to address the needs of students with speech impairments in your classroom?

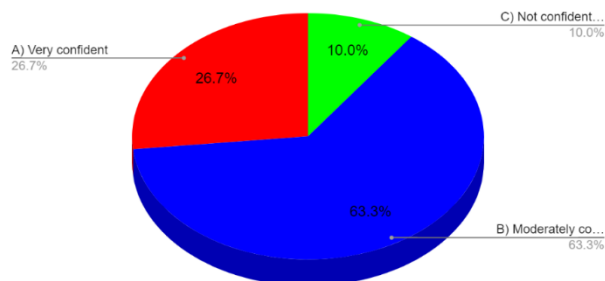


Figure 9: Teacher's Ability to Address the Students' Needs.

The first thing to notice is that most of the respondents (63.3%) were moderately confident in their ability to address the needs of speech impaired students, this shows that most teachers are not certain that they're able to provide these students with the appropriate needs. On the other hand, 26.7% claimed they were sure and unfazed in their ability to fulfill the needs of these students. Finally, the remaining teachers that make up 10% were not confident at all since these students need special treatment and full commitment.

Q10. Have you ever collaborated with other professionals (e.g., speech therapists, pathologists, special education teachers) to support students with speech impairments?

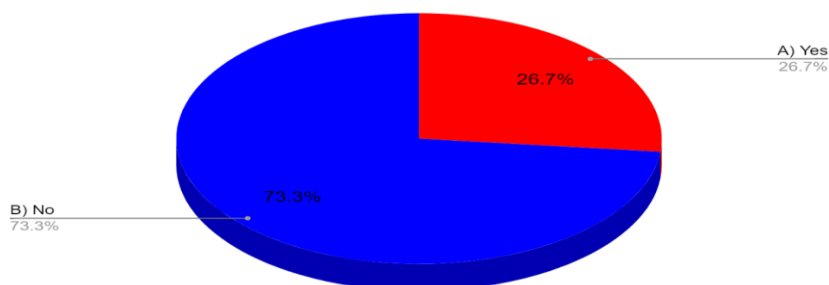


Figure 10: Collaboration with Professionals

When invited to answer this question, the majority of the sample accounted for by 73.3% declared that they have never collaborated with a specialist and when asked to justify their answer they further argued that it is because of the difficulties of collaborating with therapists and lack of availability of these professionals in universities. Some teachers also believed that students may not be open to the idea and find it intrusive. Others thought that the teaching context doesn't support addressing these cases properly which may lead teachers to handle them alone in their own way.

2.2.1.3 Section3: Classroom Strategies (Q11-Q17)

Q11. Have you received any formal training or professional development related to understanding speech impairments?

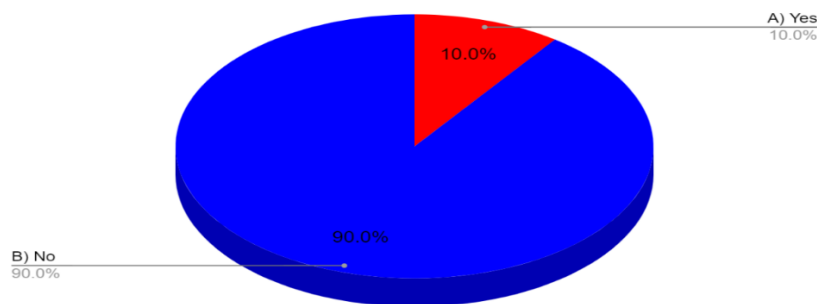


Figure 11: Formal Training for Speech Impairments Understanding

This item is designed to explore whether the surveyed teachers have received any formal training before. The vast majority (90%) of respondents declared that they have never received any formal training in professional development for a better understanding of speech impairments. 10% of the respondents have had formal training of some sort.

This can be explained by the unavailability of such training, rarity of students with speech impairments and lack of such procedures in the educational program.

Q12. Do you think it's important for educators to receive such training?

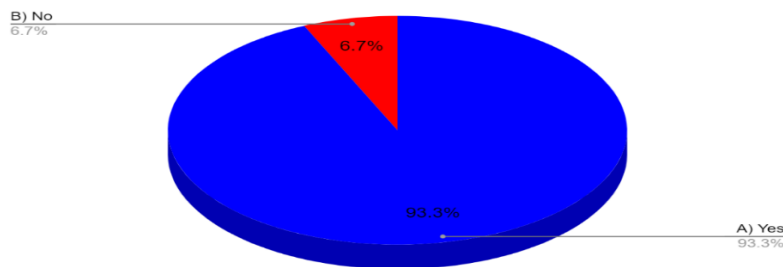


Figure 12: Importance of Receiving Formal Training

The data obtained from this graph reveal that only a handful of teachers that make up 6.7% of the total sample saw that there is no need for such training and such a situation can be handled independently. However; the majority (93.3%) believed that it is crucial to have such training to guarantee the best learning experience possible for students and to make the students feel engaged and included.

Q13. What strategies do you typically use to engage students with speech impairments in classroom discussions?

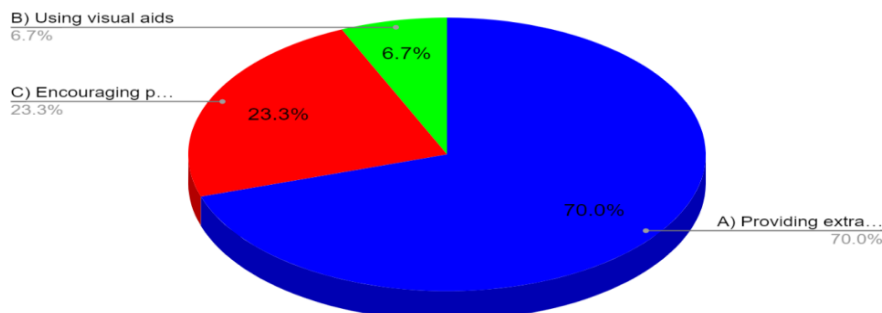


Figure 13: Strategies for Students' Engagement

This question is an attempt to shed light on strategies that teachers use to engage students with speech impairments. From the given graph, only 6.7% preferred using visual aids. While the most used strategy amongst the surveyed teachers is providing extra time for respondents with a percentage of 70%; this strategy allows equal opportunities in the classroom and improves students' communication since they have more time to create thoughts. Lastly, 23.3% preferred encouraging peer support and collaboration which promotes students' awareness about speech difficulties and how to collectively deal with them.

Other teachers had different opinions. Some promoted the use of ICTs which stands for information and communications technology, and it refers to all the communication technologies including Internet, cell phones, and computers. Others recommended a combination of all the three mentioned strategies since they cover most of these students' needs and provide a diverse approach.

Q14. How do you adjust the instructions to meet the needs of students with speech impairments?

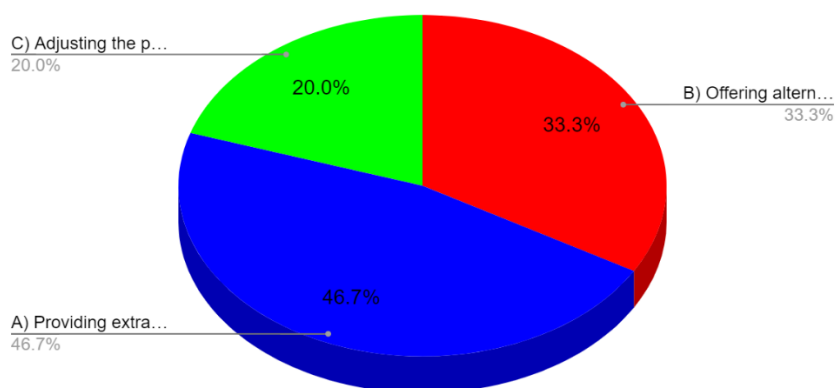


Figure 14: Instructional Accommodations to the Students' Needs

Nearly half of the participants, with a percentage of 46.7%, agreed that providing extra verbal support and modeling is the best way to adjust the instructions to accommodate the students' needs. The second most common answer with a percentage of 33.3% was offering alternative forms of communication to make the students communicate in the way they feel most comfortable in. Lastly, the remaining 20% believed that adjusting the pace of instruction is the key to the best learning experience for speech impaired students. On the other hand, roughly seven teachers urged the use of a combination of all the previously mentioned strategies to cover all the lacking aspects of accommodation.

Q15. Are there any specific accommodations or modifications you make while grading assignments or tests for students with speech impairments?

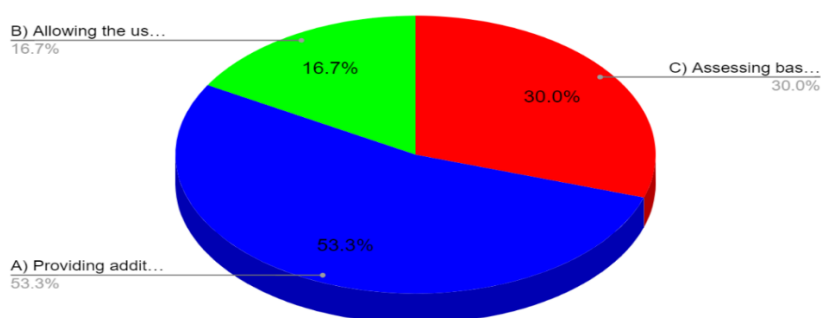


Figure 15: Accommodations during Tests and Grading

The data shown in the figure above indicates that more than half of the sample (53.3%) believed that providing additional time during tests and assignments would give a fair chance for these students to have an equal or similar experience. The other half chose either allowing the use of assistive technology (16.7%) or assessing students based

on understanding than verbal expressions (30%). This means to focus on the idea rather than the delivery of words.

Q16. How do you create a supportive and inclusive classroom environment for students with speech impairments?

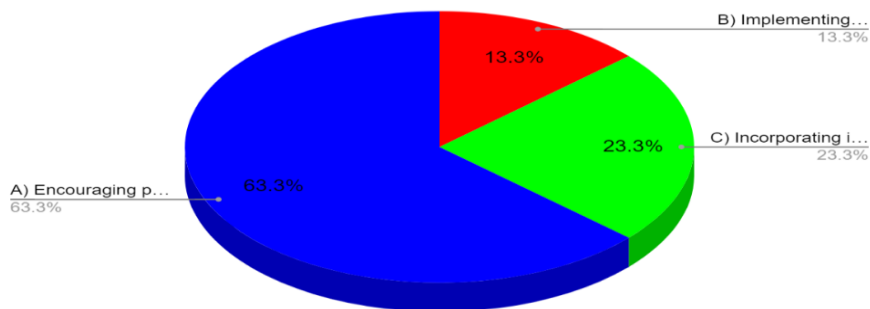


Figure 16: Inclusive Classroom Creation

The obtained results show that 63.3% of respondents thought that the best way to create a supportive and inclusive classroom environment for students with speech impairments is through encouraging peer acceptance and understanding. Moreover 23.3% believed in incorporating inclusive language and communication practices for the purpose of creating an inclusive environment for speech impaired students and improving their communication through specific practices. Lastly, 13.3% believed that implementing consistent routines and visual schedules. Five teachers recommended the use of all three mentioned strategies to try making the classroom as inclusive as possible.

Q17. Are there any challenges or barriers you have encountered when implementing strategies for students with speech impairments, and how have you addressed them?

The purpose of this question is to see the different barriers teachers face when implementing the accommodating strategies. Some teachers never faced any barriers, or they have never encountered situations requiring specific strategies, while others find that these students can be highly motivated, though they need more time to express their ideas and promote patience. Many of the participants highlighted the need for sensitivity to avoid making these students feel inferior to their peers. The rest emphasized other barriers such as parental ignorance, large classrooms, and other communication difficulties. Overall, the emphasis is on patience, acceptance, and encouraging collaboration and social integration.

2.2.1.4 Section4: Overall Reflection

Q18. What challenges do you face in supporting students with speech impairments?

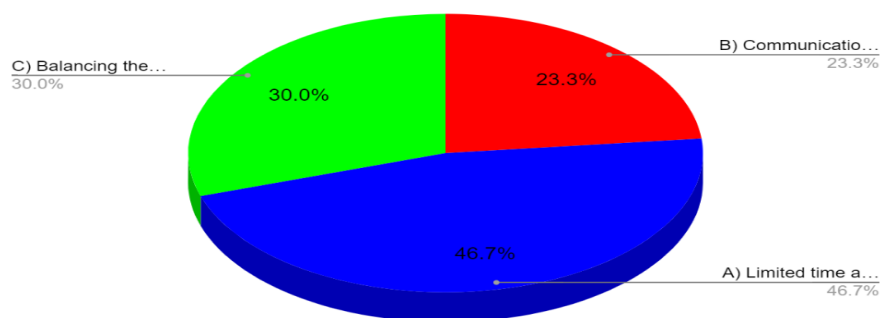


Figure 18: Common Challenges when Supporting Students with Speech Impairments

The purpose of this question is to investigate the common challenges that teachers face when supporting students with speech impairments. Almost half of the participants with a percentage of 46.7% saw that limited time and resources for individualized

instruction and support is the main obstacle that would stand in the way of teachers when supporting these students, since time is crucial item inside the classroom. Moreover, it is difficult to equally balance the attention between speech impaired students and the rest.

Q19. What resources or materials do you find most helpful in designing instruction for students with speech impairments?

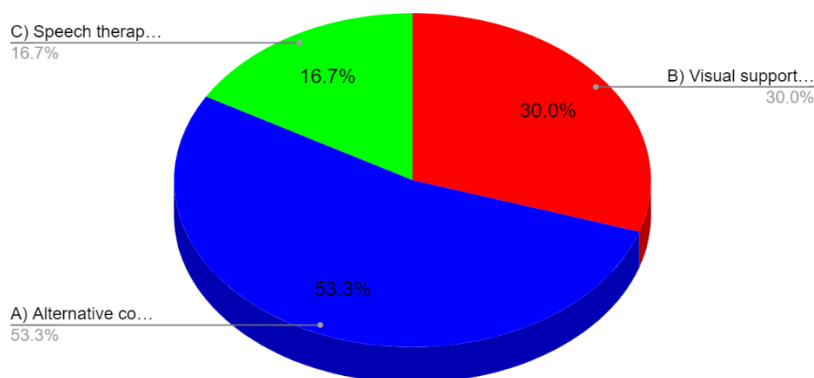


Figure 19: Resources and Materials for Instruction Design

This question aims to understand the most helpful materials and resources for teachers to design instructions for students with speech impairments. From the graph above, more than half of the respondents, with a percentage of 53.3% believed in alternative communication tools as resource to help in designing instructions, since they allow students to choose their preferred communication tool. The rest of the respondents opted for visual support such as schedules and charts (30%) or speech therapy manuals and resources (16.7%).

Q20. What strategies or support systems do you feel would benefit you and your students in the future?

This question aims to see what other strategies would benefit the teachers and speech impaired students. Some teachers believe that addressing the needs of students with speech impairments requires time, effort, and resources. Other educators urged collaboration with professionals and therapists. Moreover, the teachers urged the educational administrations to include designing special programs, providing additional class time, using multimedia tools, and applying AI tools. Teachers also supported the use of personalized teaching approaches, visual and vocal aids, and images for a variety of resources and to accommodate as many students as possible.

Q21. What more suggestions do you have to improve the impaired students' learning experience?

The suggestions that most students agreed upon consist of:

- Psychological support.
- Encouraging students to participate and interact with their peers.
- Raising awareness about this issue amongst teachers and learners as well.
- Not to let them feel handicapped or lacking in any way.
- Creating individualized education programs tailored to their specific needs would be crucial while integrating assistive technologies.

To conclude, most teachers' common perspective is to focus on the psychological aspect of the student with speech impairments, they also promote peer interaction and communication for an inclusive environment.

2.2.2 Discussion of the Main Findings of the Teachers' Questionnaire

Upon analysis, the answers given by teachers proved crucial in the investigation of the main issue of the current study. It is worth noting that the majority of teachers agree

upon the same ideas and perspectives regarding the effectiveness of strategies and accommodations for students with speech impairments. They reveal that strategies and programs tailored to the needs of students with speech impairments are crucial. According to them, this implies that accommodating these students is a must and a priority. Teachers emphasize the importance of early intervention and tailored speech therapy programs. Moreover, teachers bring attention to the critical need for psychological support and strategies that encourage students to participate and interact with their peers. Furthermore, the data obtained from the teachers' questionnaire allow researchers to explore the significance of exploring teachers' strategies for dealing with students with speech impairments, and the informants emphasize their importance.

2.2.3 Implications, Limitations and Recommendations

2.2.3.1 Implications of the Study. Considering the main findings extracted from the teachers' questionnaire. The research at hand is to bring notable implications both theoretically and practically. The current study highlights the positive impact of applying teachers' strategies to deal with students with speech impairments. It suggests that creating an inclusive and supportive environment significantly enhances speech impaired students' confidence, academic performance, communication, and equal academic opportunity. The main findings imply that educational institutions should consider incorporating special individualized programs or similar accommodations into their curriculum to promote classroom inclusivity and engagement. Furthermore, the study highlights the importance of creating a nurturing and inclusive environment that promotes student participation and active engagement leading to better academic outcomes.

2.2.3.2 Limitations of the Study. In the course of conducting the current study, several obstacles are faced. The most leading of these is the process of data collection

from teachers needed for the practical part of the research. Access to teachers was challenging. A large number of teachers are reached via email considering their busy schedule and their unwillingness to participate in the questionnaire. Therefore, the sample is a small one. In addition, a vital limitation is that teachers have limited to no experience with students with speech impairments due to their rarity. Limited sources and experiences lead to insufficient amounts of information to carry out research.

2.2.3.3 Recommendations for Teachers

- Teachers are required to select materials that encompass the needs of students with speech impairments.

- Teachers should raise awareness among learners to highlight the importance of the matter at hand.

- Teacher's ought to work on creating inclusive opportunities to ensure equal experience and treatment for the students with speech impairments.

- It will be a good idea for teachers to vary their teaching styles and strategies to accommodate these students

- Teachers should promote self-expression by allowing the students to express themselves in their own way.

- It is imperative for teachers to monitor their progress regularly to ensure that students with speech impairments receive the support they need.

- Lastly and more importantly, teachers shouldn't lose sight of their objectives in the pursuit of making accommodation for the students with speech impairments.

2.2.3.4 Recommendations for Further Research. The current study endeavors to engage with the matter of teachers' strategies for students with speech impairments in the EFL classroom. It is conducted as a descriptive investigation of the importance of addressing teachers' strategies in dealing with students with speech impairments in the EFL classroom of Algerian universities. Therefore, it is constructed as a steppingstone to pave the way for other research works with the purpose of studying this topic. In other words, studies about the importance of addressing teachers' strategies for students with speech impairments in the EFL classroom can be conducted relying on other case studies which may include a larger sample.

Conclusion

This chapter encompasses the practical part of the current study which deals with the importance of addressing teachers' strategies for students with speech impairments in EFL classroom in Algerian universities. The analysis of the teachers' questionnaire reveals that for an inclusive environment to be created, applying accommodating strategies is a must. It is highly emphasized in the scope of classroom inclusivity to give great importance into this matter. Added to this, relying on the perspectives shown by teachers, it can be noted that teachers' strategies are crucial to promote inclusivity for students with speech impairments.

General Conclusion

Throughout the current research, the researchers explore the strategies employed by teachers to support students with speech impairments, focusing on the perceptions and practices of EFL university educators. The study highlights the critical role that tailored instructional strategies and modifications play in enhancing the academic performance and communication skills of students with speech impairments.

In pursuit of accomplishing the previously mentioned aims of the study, a questionnaire was given to 30 Algerian university teachers of EFL classes. The yielded data were analyzed quantitatively. The main findings obtained through the questionnaire and the analysis of the data, reveal that the perception of EFL teachers towards strategies for students with speech impairments is that there should be variety or combination in the strategies, they also believe that adjusting the pace of instruction is also crucial to match the students' pace of comprehension. As for the modifications that teachers make to their teaching methods and communication strategies to support speech impaired students, the majority of teachers believe that providing additional time is a priority and common way to accommodate these students. Lastly, about the challenges that teachers face when implementing strategies to deal with students with speech impairments, according to the teachers they consist of limited access to specialized therapists, communication barriers, social, emotional, and psychological impact.

To conclude, the data collected from the teachers' questionnaire provide valuable insights, allowing researchers to examine the importance of teachers' strategies in supporting students with speech impairments, and underscore the necessity of such strategies. Moreover, it is recommended that students with speech impairments get the help they need to ensure that they get an equal opportunity, better learning experience in

order to achieve optimal academic performance. It is noteworthy to mention that this study is limited, and its results can be open for discussion, the researchers urge future researchers to consider conducting further research in the same field.

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Teachers' strategies for students with speech impairments in the EFL classroom

Dear Teacher, this questionnaire is a part of research work carried out in the framework of a master's degree. This study aims to investigate various strategies employed by teachers to support students with speech impairments. The purpose of the This study is to explore the different teachers' strategies on students with speech impairments aiming at creating an inclusive and supportive environment for these students. Your valuable insights will contribute significantly to understanding the different strategies to enhance their learning experience and promote inclusivity. Your participation in this study is optional, and your responses will be kept confidential.

Section 1: General Information

1. What is your academic qualification in English language teaching?

A) Master's degree

B) Doctorate degree (Ph.D.)

2. What is your current affiliation (university)?

.....

3. How many years of teaching experience do you have?

A) Less than 5 years

B) 5-10 years

C) More than 10 years

Section 2: Understanding Speech Impairments

4. How many students with speech impairments have you ever encountered in your career?

- A) None
- B) 1-3
- C) 4 or more

5. Do your students have difficulties when speaking English?

- A) yes
- B) No

- If yes, the difficulties are caused by:

- A) Language aspects
- B) Psychological factors (stress, social awkwardness, etc...)
- C) Speech disability

6. How familiar are you with different types of speech impairments (e.g., stuttering, lispings, apraxia)?

- A) Not familiar at all
- B) Slightly familiar
- C) Moderately familiar
- D) Very familiar
- E) Expert

7. How well do you understand the impact of speech impairments on students' academic performance?

A) Poorly

B) Fairly

C) Well

D) Very well

8. Do you regularly assess students' speech abilities?

A) Yes

B) No

If yes, how do you identify and assess students who may have speech impairments?

A) observation during classroom activities

B) collaboration with specialists such as speech-language pathologists

C) Consulting with parents or guardians

Other (please specify)

9. How confident do you feel in your ability to effectively address the needs of students with speech impairments in your classroom?

A) Very confident

B) Moderately confident

C) Not confident at all

10. Have you ever collaborated with other professionals (e.g., speech therapists, pathologists, special education teachers) to support students with speech impairments?

A) Yes

B) No

-If no, justify your answer

.....
.....

Section 3: Classroom Strategies

11. Have you received any formal training or professional development related to understanding speech impairments?

A) Yes

B) No

12. Do you think it's important for educators to receive such training?

A) Yes

B) No

13. What strategies do you typically use to engage students with speech impairments in classroom discussions?

A) Providing extra time for responses

B) Using visual aids

C) Encouraging peer support and collaboration

D) Other (please specify):

.....
.....

14. How do you adjust the instructions to meet the needs of students with speech impairments?

A) Providing extra verbal support and modeling

B) Offering alternative forms of communication (e.g., picture cards, sign language)

C) Adjusting the pace of instruction

D) Other (please specify)

.....
.....

15. Are there any specific accommodations or modifications you make while grading assignments or tests for students with speech impairments?

A) Providing additional time

B) Allowing the use of assistive technology

C) Assessing based on understanding rather than verbal expression

D) Other (please specify)

.....
.....

16. How do you create a supportive and inclusive classroom environment for students with speech impairments?

- A) Encouraging peer acceptance and understanding
- B) Implementing consistent routines and visual schedules
- C) Incorporating inclusive language and communication practices
- D) Other (please specify)

.....
.....

17. Are there any challenges or barriers you have encountered when implementing strategies for students with speech impairments, and how have you addressed them?

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

Section 4: Overall Reflection

18. What challenges do you face in supporting students with speech impairments?

- A) Limited time and resources for individualized instruction and support.
- B) Communication barriers between students with speech impairments and their peers.
- C) Balancing the needs of students with speech impairments with the needs of the entire class.

D) Others, please mention

.....
.....

19. What resources or materials do you find most helpful in designing instruction for students with speech impairments?

A) Alternative communication tools

B) Visual supports such as schedules and charts

C) Speech therapy manuals and resources

D) Other (please specify):

.....
.....

20. What strategies or support systems do you feel would benefit you and your students in the future?

.....
.....

21. What more suggestions do you have to improve the impaired students' learning experience?

.....
.....

Thank you for your collaboration.

Résumé

L'étude actuelle tente d'examiner les stratégies des enseignants pour les étudiants ayant des troubles de la parole. Elle vise à explorer les perceptions des enseignants universitaires d'EFL envers les stratégies pour ces étudiants. Ainsi, dans le cadre de cette étude, trois questions de recherche ont été posées : quelle est la perception des enseignants universitaires d'EFL envers les stratégies d'enseignement les plus efficaces pour les étudiants ayant des troubles de la parole ? Quelles modifications les enseignants rencontrent-ils lors de la mise en œuvre de stratégies pour soutenir les étudiants ayant des troubles de la parole ? Quels défis les enseignants rencontrent-ils lors de la mise en œuvre de stratégies de communication modifiées pour les étudiants ayant des troubles de la parole ? Pour répondre à ces questions, une méthode descriptive a été choisie. Afin d'obtenir les données nécessaires, un questionnaire a été administré à trente enseignants universitaires algériens des classes d'EFL. Les principales conclusions de la recherche révèlent que les troubles de la parole affectent la performance académique des étudiants et que les stratégies modifiées ont un impact positif sur les étudiants ayant des troubles de la parole. En fin de compte, le travail de recherche offre diverses recommandations pour les enseignants et pour les recherches futures dans le but d'attirer davantage l'attention sur les étudiants ayant des troubles de la parole.

Mots clés : troubles de la parole, les stratégies des enseignants, classes d'EFL, stratégies de communication modifiées.

ملخص

تسعى الدراسة الحالية إلى التحقيق في استراتيجيات المعلمين للطلاب ذوي إعاقات النطق. وتهدف إلى استكشاف تصورات معلمي اللغة الإنجليزية كلغة أجنبية في الجامعات حول الاستراتيجيات لهؤلاء الطلاب. وبناءً على ذلك، في سياق هذه الدراسة، تم طرح ثلاث أسئلة بحثية: ما هو تصور معلمي اللغة الإنجليزية كلغة أجنبية في الجامعات حول الاستراتيجيات التعليمية الأكثر فعالية للطلاب ذوي إعاقات النطق؟ ما هي التعديلات التي يواجهها المعلمون عند تنفيذ استراتيجيات لدعم الطلاب ذوي إعاقات النطق؟ ما هي التحديات التي يواجهها المعلمون عند تنفيذ استراتيجيات تواصل معدلة للطلاب ذوي إعاقات النطق؟ للإجابة على هذه الأسئلة، تم اختيار طريقة وصفية. وللحصول على البيانات اللازمة، تم توزيع استبيان على ثلاثين معلمًا جامعيًا جزائريًا في صفوف اللغة الإنجليزية كلغة أجنبية. تكشف النتائج الرئيسية للبحث أن إعاقات النطق تؤثر على الأداء الأكاديمي للطلاب وأن الاستراتيجيات المعدلة تحدث تأثيرًا إيجابيًا على الطلاب ذوي إعاقات النطق. وفي النهاية، يقدم العمل البحثي مجموعة من التوصيات للمعلمين وللبحوث المستقبلية بهدف جذب المزيد من الاهتمام للطلاب ذوي إعاقات النطق.

الكلمات المفتاحية: إعاقات النطق، استراتيجيات المعلمين، صف اللغة الإنجليزية كلغة أجنبية، استراتيجيات التواصل المعدلة.