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THE PROBLEMS OF TEACHING ENGLISH FOR VISUALLY IMPAIRED STUDENTS

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Abstract: The study investigated the problems teaching English for visually impaired students in special education institutions in the Asir area, Saudi Arabia and revealed the statistically significant differences due to level of qualification and teaching experience. The study sample consisted of (180) male and female teachers. A questionnaire was prepared to measure the level of work stress among teachers, and it consisted of (29) items. The results showed that the problems teaching English for visually impaired students were at a high level on the dimensions as a whole. The results also showed that there were no statistically significant differences due to the variables' level of qualification and teaching experience.

Keywords: problems teaching English, visually impaired students, Saudi Arabia

I. BACKGROUND OF THE STUDY

People with special needs have received great attention in recent years, because this era is characterized by tremendous growth and development in all fields, including the cognitive field (Başaran, 2012). Accordingly, the need to reform the educational system has emerged, whether in terms of inputs or outputs, as many countries are working to reform their educational system to qualify students well (Sikanku, 2018). Education is an effective means of preparing generations, as the teacher is the most important inputs to the educational process, so he must be prepared and developed his skills so that he can catch up with rapid changes in the field of human knowledge and apply them in real life (Susanto & Nanda, 2018).

Educators agree on the need to prepare educational cadres, train them academically and professionally, and enable them to acquire knowledge and skills in various scientific fields to perform different roles in the educational process and to perform their duties with students at all levels (Morelle & Tabane, 2019). However, there are some gaps in the training of special education teachers in general and teachers of blind and visually impaired students in particular (Retorta & Cristovão, 2017). Teachers of blind and visually impaired students come from various scientific disciplines, and most of them are not appropriately professional to deal with this category of special needs (Miyachi, 2020).

People with visual disabilities (completely blind, partially blind) rely completely on their remaining senses such as touch, hearing, smell and taste in perceiving the surrounding environment (Pandey, 2018). The senses are among the first means of receiving knowledge and are the real entrance to the learning process. Therefore, the senses must be nurtured and trained to reach the maximum levels of focus (Darling-Hammond et al., 2020). People with visual disabilities, like other people, constitute among themselves heterogeneous groups that differ in their characteristics, needs and methods of education (Temesgen, 2018).

Tran and Pho (2020) mentioned that linguistic communication consists of four skills: listening, speaking, reading, and writing. Each of these skills constitutes two aspects; one is cognitive, which includes knowledge, information, facts, concepts, rules and linguistic theories; as for the other side, it is a kinetic performance aspect that appears in the linguistic behavior of the individual and is represented in performance skills.

Febtiningsih, Ardiya, and Wibowo (2021) mentioned that modern education also sought to focus on the role of the teacher, training him, and providing him with the necessary competencies to ensure better learning for his students. And giving him different and multiple roles, which the teacher should be able to perform, especially in terms of his interaction with his students inside and outside the classroom, and because the teacher is the role model and regulator of the academic, emotional, social and psychological climate.

With the increase in this burden and the development of this role for the teacher, with the poor availability of supplies and equipment, and the lack of use of modern technological patterns in teaching, these matters have become burdensome for the teacher, and constitute a set of teaching problems for him that affect his educational output (Sikanku, 2018).

The purpose of this study is to reveal the teaching problems facing English language teachers in teaching visually impaired students in the Kingdom of Saudi Arabia from the teachers' point of view. Where that teaching problems contribute to an increase in anxiety, conflict, and pathological fears for visually impaired students. It also contributes to the emergence of unpleasant emotional expressions that appear in the form of lack of laughter, lack of smile, scarcity of joy and happiness, and lack of happiness, which is reflected in poor compatibility and harmony with others, and students' feeling of low self-esteem (Başaran, 2012).

The study seeks to achieve the objectives of the study by answering the following questions:

1. What are the teaching problems that English language teachers face in teaching visually impaired students in the Kingdom of Saudi Arabia from the teachers' point of view?
2. Are there statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the teaching problems that English language teachers face in teaching visually impaired students in the Kingdom of Saudi Arabia due to the variables: experience, and teachers' academic qualifications?

II. VISUAL IMPAIRMENT AND THE TEACHING AND LEARNING PROCESS

The sense of sight is of paramount importance in teaching and learning processes, which require a wide use of visual skills in business and school activities performed by the learner, whether this is in reading and writing, or in following up on the teacher and his behavior in the classroom, as about two-thirds of the individual's information about the world around him come by sight (Tran & Pho, 2020). The visually impaired has necessary needs that must be taken into account by everyone who deals with them (parents, teachers, and those in charge of their education and rehabilitation) related to professional and occupational matters (Susanto & Nanda, 2018). Susanto and Nanda (2018) mentioned that the visual disability may lead to multiple negative effects on the student, his psychological health, and his self-esteem, and may lead to the blind to personal and social maladaptation, and to the emergence of psychological disorders as a result of feelings of helplessness and inferiority, frustration and tension, and a loss of a sense of peace and security, which contributes to the escalation of their feelings of powerlessness and inadequacy and different from the others.

Therefore, those in charge of teaching this category of students are required to think about how to overcome the difficulties imposed by visual impairment, by producing modified materials and adapted means that suit the visually impaired and help them receive and express information (Morelle & Tabane, 2019). Those modified materials and adapted methods depend mainly on the senses available to the blind, with a focus on

the senses of hearing and touch, as these two senses play a role in the blind's acquisition of the concepts and skills required by the process of his adaptation to the environment in which he lives (Morelle & Tabane, 2019). It is clear from the foregoing that those in charge of the teaching and learning process for this category must take these and other factors, into account when formulating educational goals and educational positions that would achieve desired educational goals according to the characteristics, needs and tendencies of this category.

The education of blind students faces many challenges and problems in the curricula necessary to achieve their learning, resulting from the characteristics imposed by the visual impairment on these students (Pandey, 2018). As visual impairment has a significant impact on the individual's abilities, capabilities and educational and pedagogical needs, which results in facing some educational and social difficulties (Febtiningsih et al., 2021). These difficulties, which fall on the responsibility of the school to address them through the provision of programs, services and curricula and the provision of appropriate devices and means for this category of students with visual problems (Sikanku, 2018). However, there are problems related to the multiple levels of blindness loss, which results in the multiplicity of communication methods, teaching methods and strategies, the diversity of teaching aids and materials, and audio-visual aids (Febtiningsih et al., 2021).

Başaran (2012) investigated at how blind and visually impaired pupils are taught English as a foreign language, as well as the approaches and materials used by EFL teachers in visually impaired schools. Three English instructors of visually impaired primary school students were interviewed, and each teacher's class was watched for forty minutes. The transcribed interviews were analyzed using content analysis tools. Classroom observation revealed issues that teachers had when teaching English to visually impaired pupils, as well as instructional approaches and materials utilized in class, students' task performance, and classroom management. Multiple impairments, family-related difficulties, curriculum, verbalism, paucity of resources, and instructors' widespread use of conventional grammar-translation procedures emerged from the analysis of interview data. Participants used nearly the same teaching strategies and materials as sighted students in Turkey, which contradicts a previous study that suggested visually impaired people have distinct social behavior and learning styles. Participants faced a variety of problems but continued to use the same techniques and materials.

Aryanti (2014) presented several learning techniques and issues experienced by visually impaired students (VIS) at UIN Sunan Kalijaga when studying English, as well as some lecturer tactics for coping with difficulties in the English teaching and learning process for VIS. The researcher employed two instruments in this study, Observation and interview. The outcome reveals that VIS is having some difficulty. These issues can be divided into two categories: internal and external obstacles. Internal issues arise from the VIS itself and are related to the VIS's vision conditions and learning processes. External challenges arise from the learning environment, such as those posed by the professor, friends, resources, and facilities.

Sikanku (2018) looked at the difficulties instructors have when teaching visually impaired students in Ghanaian inclusive classrooms. Three inclusive basic schools were chosen to represent a sample of 59 instructors. The teachers were given a questionnaire to fill out. Teachers have difficulties while educating students with visual impairments, according to the study. Challenges with regard to classroom space, available materials, and even knowledge on how to operate with such students. Teachers also acknowledged that they had certain assistive gadgets, but that the bulk of technologies are not available to help visually impaired students learn.

Febtiningsih et al. (2021) looked at some of the issues that have been identified in the teaching of English to visually impaired pupils, particularly in writing, in Indonesian special senior high schools. The responders were English instructors from Indonesian special senior high schools for visually impaired pupils, SLB Sri Mujinab, SLB Negeri Pembina, and SLB Kasih Ibu, who were chosen on purpose. The material for the

study was gathered through a semi-structured interview with English teachers who were teaching writing skills to children with visual impairment. The instructors' obstacles in teaching writing included curriculum and syllabus that did not meet the needs of the students, time constraints in the classroom, a lack of learning material, a lack of teaching approach, an inadequate teacher's qualification, and an issue with the students' attitude. These difficulties make it difficult for teachers to teach English writing.

III. RESEARCH METHOD

To achieve the objectives of the study, the survey research method was used, as the most appropriate approach for the current study, and the questionnaire was used as a data collection instrument.

3.1 Population and Sample

The study population consisted of all English language teachers at special education institutions in the Asir area, with a total of (217) members, according to the Saudi Ministry of Education's annual statistics report (2018/2019). According to Barreiro and Albandoz (2001) and Zikmund (2003), a population of less than 500 people is considered small; it is typical to utilize the whole population as a sample for conducting the survey, which is known as the census sample, in which questionnaires are issued to the entire population. A total of 180 questionnaires were deemed to be legitimate for analysis, out of a total of 217.

3.2 Research Instrument

The research used a questionnaire with (29) items spread over three dimensions: curriculum and textbook problems (9) items, problems related to teaching methods and teaching aids (14) items, and problems related to parents of students (6).

3.3 Instrument Reliability

The reliability of a research instrument indicates that the results are consistent when the same instrument is employed in the same scenario on the same population. The internal accuracy of respondents' replies was checked using the Cronbach alpha test. As demonstrated in Table 1, a value of (60%) or more indicates an acceptable level of answer reliability (Saunders et al., 2016).

Table 1. Cronbach Alpha Test

Dimensions of instrument	Value of Cronbach Alpha
Curriculum and Textbook Problems	0.762
Problems Related to Teaching Methods and Teaching Aids	0.854
Problems Related to Parents of Students	0.772
Overall	0.880

As indicated in Table, the value of the internal consistency coefficient for the dimensions of issue teaching English for visually impaired students was acceptable and ranged from (0.762-0.854). This indicates that the Cronbach Alpha coefficient for all aspects of the research instrument was more than 0.60, suggesting that it is internally consistent. The value of the internal consistency coefficient for overall dimensions is likewise provided in the table above (0.880).

3.4 Data Analysis

SPSS software was used to analyze the data in this study. To achieve the study's objectives, statistical procedures such as means score and One-Way ANOVA were used.

IV. RESULTS AND DISCUSSION

The teachers' years of experience and level of certification were determined using descriptive analysis. In terms of years of experience, 63.9 percent of instructors have between 5 and 10 years of experience, while just 19.4 percent have fewer than 5 years of experience and 16.7% have more than ten years of experience. Diploma holders made up 40.6 percent of the instructors, bachelor degree holders 54.4 percent, and postgraduate degree holders 5.0 percent.

Table 1 The Profile of The Teacher (N=180)

Variables	Category	N	%
Years of experience	Less than 5 years	35	19.4
	5-10 years	115	63.9
	More than 10 years	30	16.7
Level of qualification	Diploma	73	40.6
	Bachelor	98	54.4
	Postgraduate	9	5.0

For each of the questionnaire aspects, to identify the challenges with teaching English to visually impaired students at special education institutions in the Asir region. In this study, the researcher employed means and standard deviations.

Table 2 The means and standard deviations of all questionnaire dimensions

N	Dimension	Mean	St. dev
1	Curriculum and Textbook Problems	3.77	0.70
2	Problems Related to Teaching Methods and Teaching Aids	3.64	0.70
3	Problems Related to Parents of Students	3.63	0.84
Total		3.68	0.57

Table 2 showed that the mean value of the problems teaching English for visually impaired students in special education institutions in the Asir area is (3.68) and (0.57) as standard deviation. In other words, the problems teaching English for visually impaired students in special education institutions in the Asir area high significant. Also, the mean score of curriculum and textbook problems dimension from the point of English teachers in special education institutions in the Asir area was (3.77) and (0.70) as standard deviation. In other words, the problems related to curriculum and textbooks from the point of English teachers in special education institutions in the Asir area are highly significant. With regard to problems related to teaching methods and teaching aids from the point of English teachers in special education institutions in the Asir area was (3.64) and (0.70).as standard deviation. In other words, the problems related to teaching methods and teaching aids from the point of English teachers in special education institutions in the Asir area are moderately significant. Finally, the mean score of problems related to parents of students dimension from the point of English teachers in special education institutions in the Asir area was (3.63) and (0.84) as standard deviation of (0.80). In other words, the problems related to parents of students from the point of English teachers in special education institutions in the Asir are moderately significant. This result is consistent with the results of Başaran (2012), Aryanti (2014), Sikanku (2018) and Febtiningsih et al. (2021).

The One Way Anova was utilized to find statistically significant differences in the problems teaching English for visually impaired students in special education institutions in the Asir area according to teachers' experience, and teachers' academic qualifications

Table 3 Anova Test

V.	Groups	Sum of Squares	df	Mean Square	F	Sig
Y. EXP	Between groups	0.832	2	0.416	1.306	0.274
	Within groups	56.406	177	0.319		
	Total	57.239	179			
L. QUAL	Between groups	0.125	2	0.062	0.193	0.824
	Within groups	57.114	177	0.323		
	Total	57.239	179			

Table 3 showed that there are no differences in years of experience and level of qualification between groups, as the P-value are (0.274) and (0.824) respectively, indicating that the year of experience and level of qualification had no impact that is statistically significant on the problems teaching English for visually impaired students in special education institutions in the Asir area.

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So, I wish you can help me and edit the above mentioned points and send me the updated research. Thank you in advance and I hope to hear from you soon.

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