

# Teaching English as a second language to visually impaired or blind students

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**Abstract:** The following article is written in order to represent methods, rules and advices to the beginner teachers in the sphere of teaching English as a second language to the Visually impaired or blind students. And also this article might be useful to the parents or the student who studies English by the methods of Self study. It also covered class observation and used a social constructivist framework of disability. The study revealed that the students received inadequate modifications of instruction in foreign language learning. However, the students used a variety of resources with the screen reader technology such as Non Visual Desktop Access (NVDA) and Job Access with Speech (JAWS). These findings suggest that visually impaired students actually can have unique ways of learning foreign language supported by the assistive technology. These abilities should be acknowledged to obtain the perspectives of students who receive disability specific education. Moreover, the study might provide a further facet to the research especially on the importance of learning strategies in special education.

**Key words:** IV Learners, students, educators, blind students studying, methods of teaching, English language vocabulary, rules and regulations;

Every Person who was born in this world in spite of , where, how, in what condition and the color of skin or born with disabilities has rights to live and study in the society. In the Constitution of The Republic of Uzbekistan in the 41- modda is written that every child who was born in Uzbekistan has rights to study free. It means that the children who were born with disabilities have rights to study and it is free as others in our country. The government created a range numbers of schools for disabled children in order to fulfill the disabilities of their body and psychology by the help of professional teachers and educators who worked and studied in this direction. By the methodology of teaching the second language like English teacher should have an ability and knowledge to teach children with disabilities like blind, deaf, and defects on body parts. As the article titled teaching English as a second language to visually impaired students the philologists from all over the world trying to increase the number of educated and successful students who can add their useful action to the government and society. However, there are numbers of problems still persists in ensuring the access of students with defects or disorders in the curriculum. For this reason the following article analyzes and discusses the new technologies of teaching and developing the education among youngsters with disabilities in vision. Among many philologists lack of trained teachers is considered as one of the biggest challenge.

In the last two decades, it has been acknowledged that "making students aware of the new words they encounter and motivating students to learn and use the new words" are of considerable value in FL teaching setting (Grabe, 2009, p. 279).

This can be accomplished by developing the students' word knowledge which requires mastering a word's orthography, morphology, parts of speech, pronunciation, collocations, meanings and meaning associations, specific uses and register (Grabe, 2009). Since FL learners may have difficulty in mastering some or all of the above aspects while learning second language (L2) vocabulary, it remains a wonder how visually impaired young language students learn the target vocabulary items in FL classrooms.

In recent years, much research has adopted experimental design to investigate the efficacy of various techniques on vocabulary learning of EFL learners. Many of those studies put emphasis on the effect of audio-visual aids on learning L2 vocabulary. It has been found that the

audio-visual aids have a positive effect on vocabulary learning of young EFL learners (Sun and Dong, 2004)

It is commonly accepted that visually impaired (VI) learners experience more difficulties in learning a foreign language when compared to sighted learners. This difficulty may arise from the dearth of teaching materials designed specifically for use by VI learners. As in learning other subjects, learning a foreign language requires the use of materials and methods (and techniques) that mostly address the visual channel. For this reason, it is highly important for foreign language teachers to implement methods and materials other than those that require visual clues. This can be quite challenging for teachers, as it requires experience and additional knowledge of special educational needs and methodologies suitable for VI learners (ibid.).

As the revision of the following article demonstrates and studies that visually impaired learners need educators who uses special methods and learning styles that suites to the visually impaired or blind students' study. By the help of the researches the article acknowledged that disabled students have more interests on learning the new language or something new rather than typical teenagers. That is because by learning new language children can be acquainted with new people and new friends, so it is automatically clarifies that they can see the world, society or the world of human being without paying attention on defects of problems.

(Atay and Kurt, 2006; Bagheri, 2015; Barani et al., 2010; Chou, 2014; Demircioğlu, 2010; Papathanasiou, 2009; Sonbul and Schmitt, 2009; Sun and Dong, 2004). (Carter and McCarthy, 2013).

Studies showed that there are some methods and rules of teaching English as a second language to VI students.

### **Rules and regulations**

**Explain any visuals.** When you are teaching a visually impaired or blind student, it is important to clearly explain all visual materials. The important feature is that all visual materials should be explained clearly while the educator teaches the visually impaired or blind students. As an example if the teacher shows a picture or painting she or he has to describe or comment the picture and painting. It might be like this: "I have put a picture of Edgar Allan Poe who wrote the poem The Raven. The poem shows the scene of the raven and the man who lost his beloved Lenore and had conversation with the raven". In this way teacher should not forget that commenting and spelling of blackboard is important to the reason why students can easily copenhent what is written in the blackboard and also this method identifies that the blackboard is used as an important stuff to memorizing.

**Always give oral instructions.** Do not provide your students with a handout that contains assignment instructions. Visually impaired or blind students in your class may have difficulty seeing the words and learning what is expected. Instead, you should always give oral instructions for every assignment and activity.[2]

**Ask students to clap to ask a question.** Many classrooms rely on visual cues in order to ask questions or get the teacher's attention. It is very traditional for students to raise their hand if they want to speak during a lesson. Visually impaired or blind students may not notice when their peers raise their hands. Instead, you should replace visual cues with audio cues. For example, you could have students clap twice if they want to ask question.

**Provide tactile learning experiences.** When you are teaching a class with visually impaired or blind students, you should try and incorporate tactile learning experiences whenever possible. For example, instead of talking about rocks and showing images of different types of rocks, you should actually have physical rocks available in the classroom for the students to touch and handle.[3]This can also be done with different foods, shells, properties of matter, etc.This will allow your students to explore and learn without relying solely on sight.

**Address all students by name.** Students who are visually impaired or blind may not always know who is talking. As a result you should always address students by their name when you call

on them to answer or ask questions. This way the student who is visually impaired can learn to identify their peers based on the sound of their voice.[4]

**Give visually impaired or blind students additional time to complete work.** In some instances visually impaired or blind students may need extra time to complete their assignments and tests. This is typically because reading braille or using some form of technological aide can take additional time. Although you want to give an appropriate amount of time for visually impaired or blind students to complete their work, you do not want them use their vision as an excuse to hand in work late. Set deadlines and make sure they stick to them.

**Treat all of your students equally.** Even though you will need to make certain modifications to your teaching style and classroom structure in order to accommodate students with visual impairments, you should still hold these students to the same standard as the rest of their peers. For example, all classroom rules and behavioural expectations should apply to all of the students in the class. Avoid giving special treatment to visually impaired students.

**Consider the curriculum.** When you are teaching visually impaired or blind students, you may need to modify the curriculum and the way you teach the curriculum in order the meet the students needs. For example, when teaching art, you will want to rely more on tactile experiences. Try sculpting and working with clay, instead of drawing or coloring.[]

### Conclusion

As the conclusion of the article I gripped that teaching is the most demanding and serious duty of every pedagog however the students are healthy or ill and it is without difference their skin, nationality, religion, beliefs and others. Teachers pay separately attention to every pupil and thinks like them in order communicate psychologically to everyone. Educators thinks like a student or a child he or she is very adaptable to any kinds of characteristics. This article gives advice to the teachers who just started to work with VI student and helps them to develop their students.

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