

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review, review on relevant studies, and theoretical framework of A Teacher's Strategies in Teaching English to Visually Impaired Students at *Yayasan Kesejahteraan Tunanetra Islam (YAKETUNIS)* Junior High School.

2.1. Literature Review

The literature review elaborates some theories related to teaching strategies, visually impaired students, and strategies in teaching English to visually impaired students.

2.1.1. Visually Impaired Students

According to Araluce (2002) as cited in Ghafri (2015), visual impairment is a term refer to vision impairment or vision loss. As cited by Scott (1982) in Taylor and Sternberg (1989), visual impairment is a condition in which student's vision significantly affects their school functioning named visual impairment. Likewise Carney et al (2003) define visual impairment is a term refers to a significant loss of vision, even though corrective lenses used by the person. In addition, Parveen (2015) stated a term of visually impaired in an educational context used to describe all the persons whose vision is affected by impairments in seeing. Moreover, Patton (2004)

stated that visual impairment refers to any condition in which eyesight cannot be corrected to what is considered normal.

Not all visual impairments are the same. The word visual impairment also may be used to describe as the consequence of an eye condition and disorder. There are two main categories for visually impaired students in the process of learning according to Carney et al (2003): included blindness and low vision.

- **Legal Blindness:** this category is where a visual acuity ranges of 20/200 in the better eye after correction, no usable vision or field of vision reduced to an angle of 20 degrees. Visual acuity of 20/200 means that the person can see at 20 feet what is normally seen at 200 feet. A reduced field of vision means that the person has tunnel vision with limited peripheral vision.
- **Blindness:** this category showed where the individual being totally without sight to unreliable vision and primary reliance on other senses. An individual with this category usually uses Braille as a reading and writing medium.
- **Low vision:** this category showed where low vision is reduced central acuity of 20/70 or less in better eye after correction.

In the following definition, it can be concluded that visual impairment is a condition where a person's vision is not the same as regular as vision in regular person in general. The visually impaired should be educated in the same general way as the sighted following the same general principles, but teachers must have some teaching

strategies for them. Students with low vision or those who are legally blind may need help in using residual vision more efficiently and in working with special aids and materials.

2.1.2. Strategies in Teaching English to Visually Impaired Students

As mentioned by Conroy (2005) teaching English to visually impaired students is a technique where the teacher can combine the strategies such as create, modify, and adapt lessons referring to student's needs. The most important in teaching visually impaired students is advanced planning, organization for structuring the learning environment, and the materials used in teaching.

According to Basaran (2012), it is clearly indicated that EFL teacher in Turkey almost have the same teaching techniques and material to teach sighted students and the visually impaired students. Furthermore, none of the teacher had any formal training on teaching English to visually impaired students. Eventually, they had several challenges and problems and they did not know how to solve it. In the mean time, the visually impaired students have different social behavior and learning styles.

Moreover, there were experienced from three English teachers in Indonesia as stated by Susanto and Nanda (2018) regarding to their strategies in teaching English to visually impaired students. The students described that some of their teachers were unknowledgeable to effectively teach them and they also thought that their teacher was lacking an interest to help them succeed because of the extra effort required to

understand and provide for student's needs. Meanwhile, one of English teacher named EK mentioned that Braille takes a longer time to learn new words in the classroom. And, it creates an added step to the learning process that is not essential to learning the new words for the students. Students GV, JW and DS found that Braille in learning new words was inconvenient. They felt that it was also time consuming for them. We noticed that in the classroom, the students learnt and memorized the new words and they preferred to give up using of Braille texts completely unless the teacher used the texts.

In addition, a study was conducted by Efstathiou and Polichronopoulou (2015) indicated that the teaching materials used by teachers are partly consistent with Conroy's study. Specifically, Conroy's study concludes that most teachers use frequently tactile objects (N=52, 78.8%), audio recordings (N=49, 74.2%), Braille materials (N=47, 71.2%) and large print materials (N=45, 68.2%). It concluded that the teachers reported facing more difficulties in using tactile materials, Braille materials, tactile books and magnifiers.

Furthermore, Topor and Rosenblum (2013) presented the list of six common strategies used with English language learners who are visually impaired which covered; use of the natural approach, building vocabulary, language experience approach, and speak simply.

- a. **Use of the natural approach.** In teaching English, English speaker should use the new language when deliver the material. The language used by English speaker also based on student's level of English proficiency.
- b. **Building vocabulary.** Selecting targeted words or phrases to build a child's vocabulary.
- c. **Language experience approach.** In this strategy, students produce ideas for stories by their own words. The stories are based on the students' actual experiences. It means the content of the stories can be predicted.
- d. **Speak simply.** While teaching English to the child, the English speaker should select oral language at theirs level of comprehension to facilitate learning.
- e. **Physical approach.** English speaker must be able to make physical approach by restate the student's response.
- f. **The Sheltered Instruction Observation Protocol (SIOP).** A model of teaching for promoting the students' English language development by learning in strategic ways. It focuses on teaching content to make the subject matter concepts understandable.

Furthermore, Conroy (2005) also classified teaching strategies for visually impaired students into 7 variations, which are; total physical response, cooperative learning, learning centers, interactive read aloud, writing workshops, language experience approach, and guided reading.

- a. **Total Physical Response**, an approach that uses the research on first-language acquisition. Students acquire a first language by developing receptive language and develop their understanding through moving their bodies and they attempt to speak until they are ready. The students follow the command by performing the actions that demonstrate expected movement by the teacher. The teacher uses demonstration by slowly while student responds to the verbal commands. This method is adapted by teacher with putting the students with a visual impairment through the motions of the expected movement while using the appropriate verbal command. In the first method, the teacher give the verbal command such as “Stand-up” and assists them to stand up. While the students have understood what the words mean, the teacher uses only the verbal “stand up” and they can performs the action without assistance by the teacher and they understood the vocabulary.

- b. **Cooperative learning**, a strategy which students work together in the groups to accomplish a task. According to Johnson, Johnson, & Holubec (1998) as cited in Ning (2010) that cooperative learning is a part of strategies in which students work together in a small groups to maximize their own and each other learning. Likewise, Cooper and Mueck (1990) as cited in Tuan (2010) defined Cooperative Learning as a structured and systematic instructional design in which students in small groups work together to reach a common goal. In the mean time, Slavin (2011) cooperative learning refers to instructional methods

in which teachers manage students into small groups, which they can work together to help one another learn academic content. This strategy is more effective than ordinary group work because students may interact and speak more in small groups based on their capabilities level. Besides, the task is structured so that each member of the group is assigned a unique task. They also can easily be included as the individualized planning allows for providing material in large print and Braille as necessary. Before given assignments and resources, the teacher provides preplanning based on students' abilities. That is why preplanning by the teacher is important.

- c. **Learning centers**, a defined area of the classroom in which students can work cooperatively with other students that allow them to obtain additional experience in using new skills and expands skills to match their individual needs. These center is effective for meeting the needs of the ELL who is visually impaired or other students to enhance learning that needing expanded verbal interaction. Learning centers used at the elementary level. In this level, students can do experiment learning and apply what they are learning by math manipulative at a math, and simple machines at a science center.
- d. **Interactive read aloud**, includes reading aloud with the use of expression, different voice for different characters, gestures, and the active participation of the listeners through predicting, discussing, and checking for understanding. The readers gain meaning from the text by demonstrate verbally. This strategy

is easier students listen and comprehend through the use of voices. It is also produces a strong English language model and reduces anxiety, especially for students with visual impairments because they can identify the characters by the tone of the voice (auditory clue) rather than by relying on picture clues.

- e. **Writing workshops**, an activity that focus on writing skill. This strategy is aimed to students who are already professional in writing. In this activity students are given the freedom to choose topics according to their experience starting with drafting, revising, editing, and publishing their work. There are three point that supportive of English language learning through this strategy such as, this strategy can encourage students to discuss their ideas, work with a partner or group in revising and editing, and interact verbally with others. Work with a classmate would reduce anxiety and motivates students to write.

- f. **Language experience approach**, is an activity based on writing lesson which teacher as a model demonstrates how thought and words can be represented in writing as students dictate their ideas. It helps students see the connection between experiences, what is spoken, and what is written. For example, the teacher writes their words on large chart paper and demonstrates the connection between sounds and written letters by sounding out the words as she writes them. Written words by the students tell what they said about their experience. This approach is helpful for students who is visually impaired in learning the Braille code as they get written feedback by going through the editing process.

For this activity, students are free to choose whether they will be done individually or in group language experience lessons without modification.

- g. **Guided reading**, a reading activity in a small group that offer teachers the opportunity to give reading instruction in individual coaching. Students read the book to themselves at their own pace and predict what will happen. While the teacher moves from child to child in the group, listen to them read, helps them to decode, and conduct mini lessons on the basis of student's needs. This approach is good for English language learners because it focuses on vocabulary development, individual instruction, and opportunities for verbal interactions. The book walk for child who cannot see the picture needs to be modified and for students with visually impaired need a book in the proper medium (Braille or large print).

2.2. Review on Relevant Studies

There are many researches on teaching English for students with visual impairment that have been carried out by some researchers. A research by Başaran (2012), entitled "*Teaching English to Visually Impaired Students in Turkey: A case study*", aimed to investigate how blind and visually impaired students are taught English as a foreign language and analyze the techniques and materials that EFL teachers utilize to teach English at schools for the visually impaired. The researcher interviewed three English teachers of visually impaired students and observed a forty-minute class of each teacher. The study used a qualitative research design with analyses

of interview data. The findings of the study clearly indicated that participants utilized almost the same teaching techniques and materials that are commonly used by EFL teachers who were interviewed and whose classes were observed in Turkey to teach sighted students, which is contrary to the recommendations in earlier research that the visually impaired have different social behavior and learning styles. Therefore, most of teacher had several challenges and simply went on using the same techniques and materials. Besides, that none of the teachers had any formal training about teaching English to visually impaired students.

The other study entitled “*English Language Learners: Experiences of Teachers of Students with Visual Impairments Who Work with This Population*”, by Topor & Rosenblum, (2013), this is aimed to gather information from teachers of students with visual impairments about their background in working with English language learners, their knowledge of strategies for doing so, and the specifics of how they were providing English instruction to students who were visually impaired. This research used an online five-part survey involving 66 teachers of students with visual impairments in the United States and Canada for a month-long period in the spring of 2012. The results of this study showed that the 66 participants had various levels of knowledge of strategies for teaching English language learners. Many used common instructional strategies for English language learning when meeting their students’ learning needs. When they taught Braille to the students, they almost always taught in English. Thirty

percent of the teachers did not feel qualified to work with students who are visually impaired and English language learners.

The other study was conducted by Efstathiou and Polichronopoulou (2015), entitled “*Teaching English as a Foreign Language to Visually Impaired Students: Teaching Materials Used by Teachers of English*”. The aim of this study was to identify the teaching materials used by teachers of English as a foreign language who work with visually impaired students. The study uses a mixed method approach (both quantitative and qualitative research methodology) and adopts a pragmatist position. The aim of the enquiry was descriptive and correlational and belongs to the naturalistic kind of research. The results of the research regarding the teaching materials used by teachers are partly consistent with those of Conroy’s study. Specifically, Conroy’s study concluded that most teachers use frequently tactile objects (N=52, 78.8%), audio recordings (N=49, 74.2%), Braille materials (N=47, 71.2%) and large print materials (N=45, 68.2%). It concluded that the teachers reported facing more difficulties in using tactile materials, Braille materials, tactile books and magnifiers.

The last study was conducted by Conroy (2005) entitled “*English language learners with visual impairments: Strategies to enhance learning*” aimed to discuss several teaching strategies to enhance learning of the English language learners with visual impairments. This descriptive study was conducted because the overall population of ELLs in special education services in the U.S. has grown, and the percentage of ELLs with visual impairments has also increased in the last decade. This research conducted

in seven strategies by following the procedures including total physical response, cooperative learning, learning centers, interactive read aloud, writing workshops, language experience approach, and guided reading. The result is those strategies were effective in facilitating learning and can easily be modified or adapted for use with students who are visually impaired.

2.3.Theoretical Framework

In general, this study cover teaching strategies that are employed by English teacher for visually impaired students in learning English as the main topic. Meanwhile, teachers' perceptions of her teaching strategies on teaching English to visually impaired students are the main unit of analysis in this study.

Furthermore, according to Carney et al (2003) Visual impairment is a term refers to a significant loss of vision, even though corrective lenses used by the person. Students with visual impairment have more challenging to learn, especially learning English because of their limited vision. That is why the teacher as a role and function in teaching learning process have specific strategies that appropriate with student's needs, especially students who are taught from limited vision.

The strategies used by teachers of visually impaired students must be appropriate to gain knowledge and information. As written by Conroy (2005), teaching English to visually impaired students is a technique where the teacher can combine the strategies such as create, modify, and adapt lessons referring to student's needs. She

also have several kinds of teaching strategies for students with visually impaired students, such as; total physical response, cooperative learning, learning centers, interactive read aloud, writing workshops, language experience approach, and guided reading.

In addition, this research focused on the strategies of teaching English that described by Conroy (2005) for the following reasons, such as; the strategies of teaching English to visually impaired students described by her in a number of points were very clear, the delivery of the meaning of the strategy were very easy to understand, besides those strategies were also widely used by some researchers as a reference.

Therefore, this aims to find out strategies used in teaching English and describe how teacher implement that strategies to visually impaired students.

2.4.Analytical Construct

The draft below is an analytical construct about the variable that the researcher will identify which are include analysis English teacher and strategies in teaching English to visually impaired students. In observing English teacher there are strategies in teaching English will be analysis by the researcher.

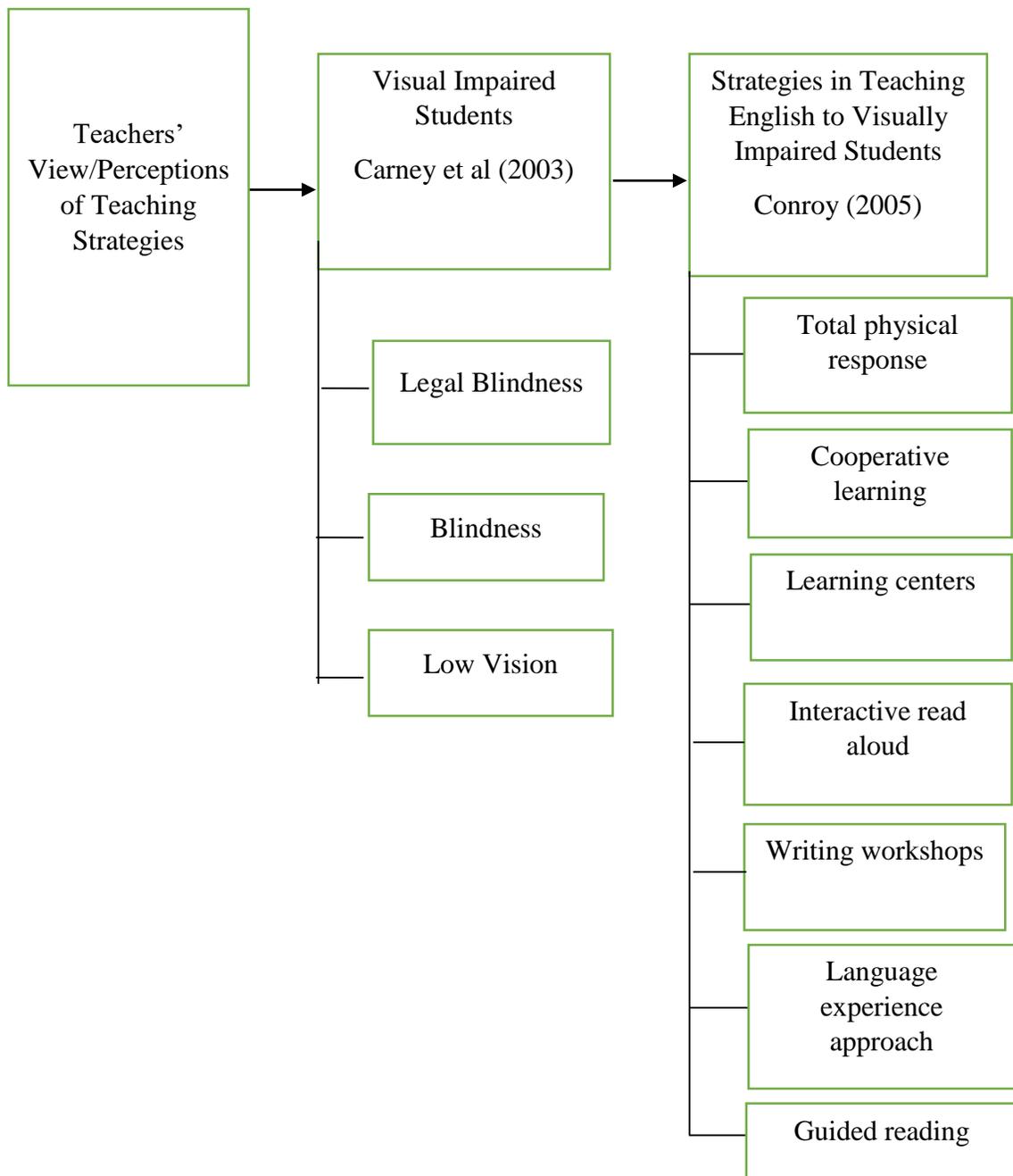


Figure 2.1 Analytical Construct Model of Study