Difficulties Faced by ESL Teachers in Teaching English to Visually Impaired Students

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Abstract: *The purpose of the current study was to look into the difficulties faced by ESL instructors while teaching students with vision disabilities. The data was gathered through interviews with secondary-level ESL special education teachers of the English language. In special education schools in Lahore, Pakistan, the study was conducted. The study's target audience is ESL teachers in Lahore, Punjab, who work with pupils who have vision disabilities. Teachers of visually impaired pupils in secondary schools in Lahore made up the study's sample. The findings of the study revealed that teachers were having numerous difficulties in teaching students with vision disabilities, such as behavioural concerns, lesser attention span, lack of motivation, shortage of teaching resources, less family-supportive atmosphere to accomplish homework chores etc.*

Key Words: ESL Teachers, English, Visually Impaired Students

Introduction

Students who struggle in the standard educational system are the focus of the field of special education (Emily 2020). Special education has developed a number of innovative strategies and resources to assist these students. In the interim, the subject of whether special education is effective has become more and more prevalent due to the promotion of numerous different approaches and strategies in the standard education system. PsycInfo Database Record, (c) 2020. Special education involves not only a special education evaluation but also inclusion in ordinary educational settings in order to provide successful educational management for people with functional diversity or a particular handicap. The term "educational innovation impact" refers to the use of information and communication technology as one of the skills that a teacher must acquire and apply in the classroom to construct a teaching-learning process for children, youth, and persons with disabilities (Joe. k 2016).

According to Wilmshurst and Brue, the Post-Secondary Transition for High School Students with Disabilities program has allowed Special Education programs in the United States to be expanded beyond school age to adulthood as a result of a greater understanding of lifetime learning (2005). It now encompasses both school-based and family and community-based activities, and it has developed into a significant testing ground for better teaching for all children, not just those with special needs. Additionally, special education standards differ from nation to nation. Political, economic, and social limitations in each nation have led to the development of a distinct type of special education, complete with its own rules and guidelines. In addition, it is believed that learning a second language requires the development of a range of skills, including production (reading and writing) and

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perceptual (listening and comprehending) skills that can be assessed in a variety of contexts to assure effective learning. In this circumstance, a teacher who has previously had students with full capacities has an inescapable challenge. When provided with an inclusive policy, he or she is unable to envision and describe a classroom that serves all sorts of students (those with abilities and those with impairments) (Jorge. W & E, 2018).

As a result, this paper suggests developing a road map for English language teachers to conduct themselves in ways that are both practical and authentic while providing effective educational services in both traditional and virtual environments. This is especially important when teaching English to students who are visually impaired. This is encouraging because staffing ratios for special schools and units are as low as eight students to one instructor despite restricted resources (MOE.2015). A lot of progress has been achieved in recent years, and Pakistan now provides for a variety of unique needs. In addition to behavioural difficulties, planning has expanded to take into account creative abilities, personal and social development, and spiritual and moral growth.

Pakistani special schools must take into account students' future employment and offer pertinent vocational training, monitor school-level implementation of national policy objectives more rigorously, and develop a wider understanding of international development in special education if they are to effectively implement recent special education policy goals. Brue and Wilmshurst (Wilmshurst & Brue, 2015). As a result of the lack of didactic resources available in educational institutions to ensure their inclusion in learning environments shared with students who do not have a visual impairment or low vision, learning a second language other than one's mother tongue is another crucial factor that must be taken into account with VISs. Therefore, it is crucial to include a road map that helps the teacher's job of supervising and accompanying VISs' learning experience easier (Kumar.M 2015).

The special school's curriculum has low completion, enrolment, and attendance rates. Stigmatisation, archaic cultural beliefs, negative attitudes, and societal stigma have all been blamed for parents' lack of knowledge of the potential of children with visual impairment. Furthermore, Stefanich and Norman (1996) state that the majority of special school teachers have little to no experience teaching pupils with special needs, such as visual impairment, and they frequently have conventional notions of what they can and cannot accomplish. Integrating these learners into general education courses has become a key component of the reform initiative to enhance the provision of services to students with impairments. Every kid with a diagnosed condition of exceptionality is entitled to free education in public schools in the setting with the fewest restrictions possible (UNESCO, 2005).

As a result, most parents do not send their vision-impaired children to school, and many of these kids are shunned and isolated from the general public (Kenya Society for Blind, 2008). Visually oriented and visually complicated concepts and information present significant learning obstacles for children with visual impairment, claim Kumar, David, Ramasamy, Stefanich, and Greg (2001). If these difficulties are not dealt with in a methodical manner in the classroom, many students with visual impairments may find learning to be inaccessible. Learning how to manage and get past the challenges that visually impaired students encounter in various learning environments is a difficult task (John. l 2013). These restrictions restrict students with and without visual impairments' opportunities for active and independent involvement in order to attain full educational inclusion (Saim 2012). Similar to this, contemporary pedagogical methods for teaching vocabulary are necessary to facilitate VISs' acquisition of the English language. Nanda, D. S.; Susanto, S. (2018).

Teachers who are in charge of inspiring and retaining the attention of pupils who are not impaired have particular obstacles and difficulties as a result of this condition. This is a crucial duty in a learning environment that cannot be disregarded (Nanda 2018). Students need support and guidance in order to develop their skills and abilities, concentrate on great accomplishments that advance their knowledge and experience, learn English, and

be incorporated into environments typical of daily life where they can grow without interfering with their daily obligations in both their personal and professional lives.

As a result, students with a visual impairment disability do not have any cognitive or physical limits (John. WR 2015). Their capacity to carry out daily tasks is affected, nevertheless. They are hence dependent on others and struggle to be independent. Self-development learning is suggested as a solution. While students participating in self-development learning in special schools are expected to make an effort to complete their English learning tasks independently, at the very least for their most fundamental and personal activity—learning English in daily life—under the guidance of instructors in their respective fields and while using a specific strategy, technique, and recommendations (Weber 2014). However, they only need help from others occasionally. As a result, visually impaired students are no longer dependent on others and are capable of learning English independently (Allye & Smith 2000).

Visually impaired people have a low visual function that cannot be improved by laser treatment, therapeutic treatment, or procedures (Naipal & Rampersad, 2018). Each patient should have a unique evaluation because of the wide variations in the nature and severity of visual impairment. Students may need specific modifications to teaching methods and course materials in order to learn.

Visual impairment, according to Fuhr and Norden (2002), concentrates on how the eyes function. Tests for visual acuity, visual field, colour vision, and contrast perception are a few of the ways that eye health sensitivity can be determined. One type of visual impairment that can manifest itself in various ways is photophobia. It seems that not every type of visual impairment is the same. The effects of an eye condition could alternatively be described as "visual impairment." Teaching kids with visual impairments is expected to present teachers with significant obstacles, but neither academics nor legislators have given this topic adequate consideration. This study sought to address the challenges faced

by English language instructors when instructing visually challenged pupils in this circumstance.

The difficulties teachers have when instructing visually challenged students in English has been well-documented in prior studies. Basaran (2012) looked into the abilities and limitations of three EFL instructors as well as the methods and tools they used with pupils who were blind or visually impaired in two special primary schools. This study revealed a number of difficulties in teaching English to VILs, including issues with the setting, the syllabus, verbalism, financial constraints, and the use of instructional approaches. El-Hossary (2018) completed his education at the Asian Al-Nour School.

The study suggested that in order to overcome the difficulties in teaching English to visually impaired students, more time should be spent on listening and speaking exercises, as well as a practice both inside and outside the classroom. For effective English teaching and learning, audio resources like Braille books and other tools, as well as a learning environment made up of classroom settings, sound isolation tools, and listening devices like loudspeakers or recorders, were crucial. According to the results of the aforementioned study, being visually impaired does not always mean having trouble learning a language. Despite the idea that human vision is the major trigger for learning, learners who are visually impaired can learn foreign languages with the assistance of a teacher and technology (Mattila, A. 2015).

It could be challenging for teachers to adapt their English lessons to meet the unique learning requirements of visually impaired students. We decided to conduct a comparative study at a Palembang special school as a result of this incident. We conducted informal interviews with two English teachers who worked with visually challenged kids at a special school in Palembang, Indonesia. They claimed that their visually impaired kids were unable to comprehend objects properly.

Teachers must first identify the numerous obstacles and strategies that

students with sight issues face when studying English. According to Davis, teaching English to students with visual impairments is different from teaching English to children with other impairments (2003). The eyes are healthy. Looking at objects, colours, or patterns is ineffective for teaching English to students who have visual impairments. Animals, scenery, skylines, shapes, expressions on people's faces, book illustrations, digital photos, animals, vehicles, buildings, etc. Teachers who work with pupils who have vision impairments should be aware of this. Compared to what they may reasonably expect, they can have a lot greater control over learning settings, instructional strategies, and resources in general (Webster & Roe 2003).

Students with visual impairments rely on their ability to communicate effectively in a world that is becoming more visual. Students with vision impairments should be encouraged from an early age to completely develop their communication and language skills (Salisbury,2008). Teachers should therefore possess a range of skills and techniques to help pupils learn in a fun and effective atmosphere. Haswindy, Marzulina, Sirozi, and Harto; Habibi, Mukminin, Sofwan, & Sulistiyo (2017).

To ensure that a particular message or lesson is transmitted, they must introduce suitable instructional strategies for blind students, such as interactive reading, etc. The teacher must also employ spoken, guided, and cooperative learning techniques with the pupils (Emily & Beamish, 2012). Wilmshurst and Brue (2005) assert that students with special needs have always been a part of society. In the past, kids received individualised "special" instruction on a case-by-case basis. Welfare or religious groups that looked for pupils with special needs became more and more involved in English language courses as formal schooling rose in popularity.

Statement of the Problem

The difficulty of teaching English to students with visual impairment is the aim of the current study. The current study also filled up the information gaps that other studies in the setting of Lahore, Pakistan, left behind. The purpose of this study was to investigate the difficulties faced by English language instructors when instructing students who are visually impaired.

Research Questions

1. What sort of difficulties are faced by ESL teachers in taking classes for visually impaired students?
2. What are the ideologies of teachers regarding handling visually impaired students in ESL classrooms?

Population and Sample of the Study

The target population of the study was the highly qualified English language Teachers of special education in Lahore, Punjab (Pakistan). They were teaching English as a compulsory subject in visually impaired classrooms. The study sample population was comprised of English language teachers working in special children's schools with students having visual impairment disabilities. The qualitative sample consisted of 05 participants. 03 participants were female, and 02 participants were male. The participants of the study were highly qualified and experienced teachers of English in special education.

Research Methodology

The present study first investigated the current challenges of teaching the English language to visually impaired students in (ESL) classrooms at the secondary level. It further measured the existing teaching strategies of (EL) teachers in (ESL) classrooms for visually impaired students and what are the solutions to those challenges they faced.

As the study focuses on the difficulties secondary-level English language teachers have when teaching visually challenged students, The aforementioned goals were met by both quantitative and qualitative data. Data (qualitative) was obtained and analysed for the purpose of examining the difficulties and presenting the true picture. Interviews with English teachers of children with vision impairments were used to gather data. The research has excellent qualities of the qualitative approach due to the qualitative

methodology. Research using the qualitative technique makes use of one method's strength to make up for another's inherent shortcomings (Y.-L. Chen, 2008).

Data were gathered and presented using a deductive approach in order to comprehend the bigger picture of the study challenge. During specific phases of the research, the data was gathered and interpreted qualitatively in order to thoroughly and in-depth analysis of the research problem. Before the research was done, the appropriate permission was obtained. Semi-structured interviews were the mode of inquiry utilised in the qualitative research. The teacher interviews were well-prepared and conducted with the utmost ethical attention.

Qualitative Data Analysis

The method of data collection was structured interviews. The open-ended questions in the interviews focused on the teaching methods employed by English language school teachers of visually impaired students, as well as the challenges they faced when teaching them English. At the beginning of the study, interviews were conducted. The interviews were conducted using the purposive sampling technique with a total of 06 participants. All of them were highly qualified and specialised in teaching English to visually impaired learners. The interview questions were developed with the questionnaire in mind, with the goal of learning more about the participants' perceptions and perspectives on the issues that EL teachers confront.

In order to conduct the study, the researcher interviewed Six English language teachers at a special education school in Lahore, Pakistan. 80% of teachers were females, and 20% of teachers were male. There were seven interview questions.

Structured interviews with open-ended questions were conducted. The questions were validated by taking the expert opinion of the supervisor. The interviewees were six special education English language teachers of VI students. The interviewees were approached by the researcher, and appointments for the interviews were scheduled. Interview questions were shared with the participants and explained the purpose of the research as well. Details about the concept of this research were also provided when asked. Schools were visited to conduct the interviews in written form. The interviewees took some time to fill in the interview forms or record for time-saving. There were seven questions in the interview form. They had more than a few questions to ask, and the researcher made sure that all their queries were answered in detail. Prior permission was taken for conducting interviews, and the questions were later approved by the supervisor.

Table 1

S. No	Description	No. of days
1	Conducted interviews	45

The teachers were informed about the interview beforehand. The duration of the study was 90 days. The interview was conducted in 45 days, and the rest of the time was used for compiling results and findings.

Table 2

Phase	Tools	Participants	No. of Participants
(1)	Interviews	Special Education English Teachers of visually impaired students	06

Thematic Analysis

For the qualitative data analysis, thematic analysis was used, i.e. special education English teachers of visually impaired students were interviewed. The qualitative data was obtained and categorised into different

themes under the specific phenomena, and then independently, each theme was examined and analysed. The common views were written under the same theme. All teachers were given code names for the sake of their identity. First wrote their own view and observed facts roughly. Secondly, the questionnaire was compared with the interview data.

During the passage of this research, proper measures were taken to avoid any kind of misconduct. The ethical considerations were kept in mind by the researcher. Proper consent was taken from the principal of the special education school for interviews. Prior permission and time were taken from the interviewees. All the interviews were conducted inside the special education schools. Apart from that, the valuable time of the teachers was kept in mind too. The interview questionnaire was structured specifically to ensure that teachers do not have too many difficulties answering the questions. The researcher tried her level best not to waste the time of the teachers. The data was shared with the participants, and confidentiality of the data was ensured by not using it for other than this specific research.

The teacher's interview was used to examine the qualitative data from the present research. The information gathered from the participants' interviews was then divided into several themes. The data's thematic categorisation revealed the difficulties teachers faced when teaching English to visually challenged children. The sections below detail the teachers' key issues, views, and techniques in relation to visually impaired students. A few statements from the interviews are also provided, which represent the majority of the participants' opinions. To maintain their anonymity, the participants' names are represented as (T1, T2, T3, …) in the present study.

Table 3. Teaching Methodologies

Question no.1	What are your Teaching Methodologies as an (EL) Teacher to Teach Visual Impaired Students and the Challenges you Faced While Applying to the (VI) Class?
T1	There are different techniques I use while teaching English to students with vision impairment. I can say that lecture and discussion method is important, the instruction method is important, and the most important is the activity–based method, including tactile resources. And the challenge I mostly faced was the lack of resources in my class.
T2	The first one is the instruction method. I used to give my visual impaired students instructions, and then they followed them. And the second one is the drill method. My students repeatedly learn the poem etc. There are a lot of new techniques in other countries which are helpful in teaching visually impaired students, which should be here in Pakistan as well for the betterment of our students. I don't face any challenges from my students, but if I find those new resources, then it will be easier to teach them.
T3	I use the drill and repetition method. But there are a lot of other interesting ways to teach English as well. Drill and repetition methods are challenging to teach.
T4	I use audiotaped, brailed handouts but noise distortion and loudness of audiotapes are quite challenging.

In response to the question "What are your teaching methodologies as an (EL) teacher to teach visually impaired students and the challenges you faced while applying to the (VI) class?" one theme which was common in responses was that majority of the respondents used to drill and instruction methods while teaching to visually impaired students. And another theme which emerges in the majority of all participants is that all face the same challenge, i.e. lack of resources which consumes a lot of time and energy as

well. All the respondents have the same opinion regarding the methodologies they apply and the challenges they face while teaching English to visually impaired students. So it is concluded that if the proper teaching resources were given to the special education teachers to teach English to visually impaired students, then the performance was better than before.
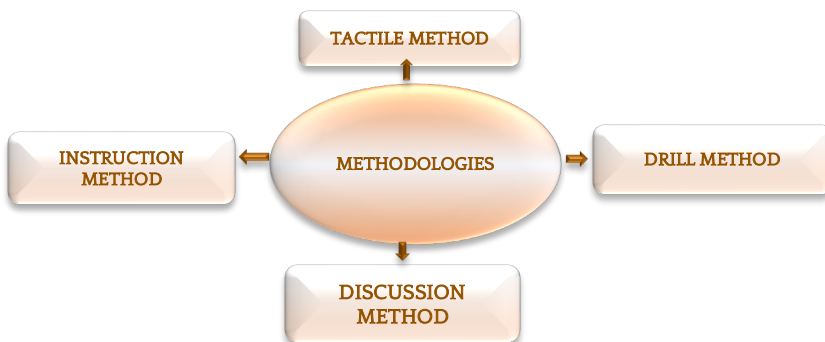

Figure 1

Table 4. Classroom Activity Challenges

Question no.2	What are the Challenges you Faced While giving them Classroom Activities Related to Learning English Language?
T1	According to my personal experience, visually impaired students depend on their listening skills. They tried to use their listening skill as a power. I can't say a particular challenge I face while giving them classroom activities.
T2	I don't face any specific challenge while giving them classroom activities, but sometimes we have to give more detail to the student to tell him/her about the activity as compared to the sighted student.
T3	Visual impaired students of secondary level are very sharp and quick learners. We used to give them different classroom activities, and I didn't face any challenges related to their impairment.
T4	The challenge I face during the activity-based classroom is mostly if a student is naughty and not following my lecture and not listening to me, then it's a difficult thing for me. Otherwise, I don't face any specific challenge related to their disability.

In response to this question, all special education English language teachers said that they don't use to face any challenge regarding the disability of the student. On the other hand, one theme which was common in responses of all respondents was "detailed explanation" that visually impaired students depend on their audio skills, which are very sharp but sometimes, when they are unable to understand the classroom activity, the teacher has to be more specific and generous while telling them about the activity. So it is concluded that the teachers were not facing any challenges while giving the visually impaired students classroom activities because they are active learners, but sometimes teachers have to be more detailed oriented and specific for activity-based learning.
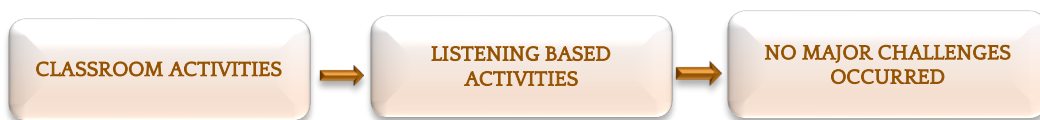

Figure 2

Table 5

Question no. 3	What are the Assessment Challenges you Face in the (EL) Classroom of Visual Impaired Students?
T1	One thing that is related to assessment that the response of the student, especially sometimes… because visually impaired students have a common problem of mobility which means the movement from one place to another place, and this problem impacts the learning of visually impaired students, which is quite challenging.
T2	Assessment is an important part of an education career so does for visually impaired students. But the challenge I face in taking assessment is the response of students.
T3	I don't face such challenges because their IQ is very high, and they grasp the knowledge quickly.
T4	I don't face any challenges for assessment regarding their disability.

Tale 6. Material Understanding

Question no. 4	How do you know your Visual Impaired Student Understood the Material?
T1	I have to convert the lesson into tactile, which is quite challenging. For example, we have to take an original object to make them feel that this is what we're going to study for the clarity of the concepts etc. otherwise, the response they gave at the end of the lecture.
T2	4 skills of the English language are equally important to teach. But when it comes to teaching a language to the visually impaired student, we have to clear their concepts through tactile, which is challenging because we do not have all that software by which it could be easier to teach English to visually impaired students.
T3	The visually impaired student understands the material very well by using different software they used for their learning. They download that software on their laptop or compute it for their learning purposes. But when any sort of error occurs in software, then it's a challenge for students as well as teachers.
T4	I come to know by having a response, and sometimes I ask quick questions.

A theme that appeared in this question was the visually impaired student's response that if they learned what was taught in the class or not. Another theme common among all the special education English teachers was that they were very concerned with the importance of teaching English to visually impaired students. Furthermore, a theme of converting the lesson into tactile was also seen in the interview. As a result, the majority of the teachers used to convert their lessons into tactile, and some of them asked questions at the end of the lecture for feedback.

Table 7. Homework Opinion and Challenges

Question no.5	What is your Homework Opinion and Challenges Related to the English Language for Visual Impaired Students?
T1	Homework is really a challenging task because, in class, we are here to supervise them, but when they go home, most parents don't know braille, so no one takes care of the homework. Parents used to think that this was a visually impaired child and that he/she was nothing. That's the reason for aggression and lack of self-confidence in visually impaired students.
T2	Homework depends on the parents, but because they don't know braille, students used to make a lot of mistakes which is quite challenging for me. On the other side, parents also don't want to learn braille.

T3	I don't prefer giving them a lot of homework, especially written work, because parents don't take an interest in the blind child. They don't have any hope for their child, and this is why we as teachers face behavioural challenges as well as the visually impaired child.
T4	The most brutal challenge I faced while teaching English to visually impaired students was that parents don't even own their child having a disability or visual impairment. Lack of awareness of parents.

The responses above show that the study participants were dealing with a variety of challenges in the homework of visually impaired students. The one and most major theme which was common in all the responses of teachers was parents' non-serious behaviour with their visually impaired child, which brings several challenges in class, i.e. aggressive behaviour, lack of self-confidence, non-responsive act etc. Another theme which was common among most teachers as they don't prefer giving homework to visually impaired students because parents don't know the braille and nobody is there to supervise them.
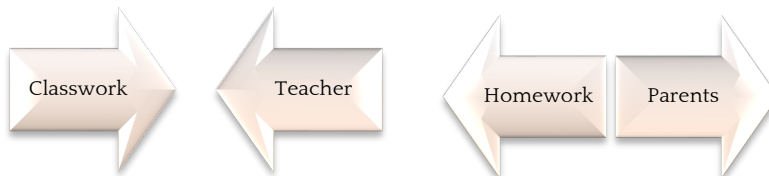

Figure 3

As the above figure clearly shows that classwork is related to the teacher-student relationship. Teachers are completely responsible for students' activities and the least environment they provide to visually impaired students in the classroom. But on the other side as arrows are opposite from each other, which means parents don't own their child with an impaired visual disability. This is the reason students with visual impairment cause behavioural issues in class and gone violent sometimes. Parents' attention to their children was not enough, which is quite challenging for (ESL) teachers in the classroom.

Table 8. Enhancing (ESL) Skills

Question no. 6	What more can you do to enhance their English Learning Skills? and What are your Personal Considerations?
T1	I prefer to make an activity base classroom for a better understanding of the concept. But my personal recommendation is that there is a need for new software and technologies because we face challenges in teaching them; otherwise, these students are very competent in their learning skills.
T2	I usually try to make an activity-based classroom, but I suggest that all their syllabus should be in braille and other specialised material for visually impaired students.
T3	I used to discuss the whole lecture at the end, which helped visually impaired students fill the gap. Other than that, I suggest that at least the resources accessible here in Pakistan should be completed in every special school. We don't have braille books and all other materials.
T4	Visual impaired students are more talented and competent as compared to the sighted student. And To make more interesting lectures, I discuss and give them activities in class. I suggest that there is a need for new resources, i.e. braille books, audiotapes and character-building counselling etc.

In response to this question, one theme emerged from the responses of teachers, which clearly states that an activity base classroom is the best way to enhance their English learning skills. But in the meanwhile, teachers faced challenges by the lack of resources, i.e. braille books and audiotapes.

Discussion

The qualitative findings made clear that ESL teachers in special education confront a number of difficulties while working with pupils who have disabilities related to their vision. Teaching strategies used with visually impaired pupils at the secondary level might be difficult in certain ways. Speaking of the methods ESL instructors use to instruct visually challenged pupils, they choose verbal instruction over other technical approaches like audiotapes, etc. Teachers of English as a Second Language (ESL) won't have to deal with those difficulties if teaching aids are effectively given to special education schools.

The results of this study's research show that the English language teachers who participated in the survey created their own methods through trial and error and did not seek out the right pedagogical or methodological guidance from outside sources. They had to evaluate the language learning critically based on their own impressions, and they weren't always able to modify their teaching methods to better suit the needs of pupils who were blind.

Findings also demonstrated the difficulties (ESL) teachers faced when instructing visually challenged students in English in the classroom. Teachers in special education (ESL) had the view that the listening abilities of students with visual impairment were crucial. Additionally, ESL teachers held the view that strong listening abilities aid in the growth of literacy abilities. There are many activities, such as image walks, when children describe the key elements of a picture that particularly relate to new ideas. However, parents must participate in all of these kinds of activities as well.

Another issue for both (ESL) teachers and visually challenged students is the testing process. Assessments are first written in the English alphabet; then, they are converted

into the braille alphabet. This procedure is difficult and time-consuming. The parents' carefree demeanour is another major obstacle to the overall personality development of a child with vision impairment. Their kid is not their property. This is the cause of the aggressive behaviour and low self-confidence displayed by the visually impaired kid in the classroom.

The study also demonstrates how highly proficient visually impaired pupils are. They pick up the information quickly. However, the (ESL) teacher's homework assessment of pupils with visual impairments was poor. They believed that while we took care of the work and activities in the classroom, their parents didn't think about their education once they got home.

The results of the study also showed how visually impaired students previously relied on tactile and aural support. Additionally, some educators are unprepared to use those audio materials. Additionally, blind children needed the opportunity to connect directly with materials and objects rather than being dependent on teachers and other outside parties all the time.

The results of the study also showed how visually impaired students previously relied on tactile and aural support. Additionally, some educators are unprepared to use those audio materials. Additionally, blind children needed the opportunity to connect directly with materials and objects rather than being dependent on teachers and other outside parties all the time.

The teacher's professional development improved and became better and better as a result of taking into account all of the difficulties faced by (ESL) teachers in the classroom of visually impaired children. Additionally, it is decided that issues exist with methodology, homework, assessments, and classroom activities. However, the policymakers and the special education school system could deploy and manage the resources more effectively. The study's findings are at odds with those of Khan et al. (2014), who found that one of the greatest difficulties (ESL) teachers faced when teaching English to visually impaired students

was that not all of the students engaged in the activities voluntarily.

Additionally, he came to the conclusion that it was because the ESL classroom had greater supervision and monitoring. According to the study's findings, teachers are capable of assisting students with visual impairments. However (ESL) teachers found it difficult to manage the attitudes and behaviours of these pupils. Thus, it is determined that there were few specialised facilities for teachers to teach English to the students with vision disabilities at the special schools in a more engaging manner.

Conclusion

The findings also revealed that a lack of teaching resources made it challenging for teachers to instruct children who have visual impairments. They had a small number of teaching aids for students who were blind or visually challenged, such as audiotapes, software, hardware, and English textbooks in big print and braille. Teachers had to spend more time, energy, and money creating and publishing their own lecture materials. They had to print out their materials on their own in a larger format. Saunders and Oaks (2002) emphasised the importance of instructional resources in the classroom, such as text, audio, and visual components.

The importance of English language education programs cannot be overstated since they are the main means by which students access the language. The knowledge and skills that must be obtained are specified in the learning objectives. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) also published a report that suggested using textbooks to improve learning outcomes in the absence of class time. As a result, there is a significant need for well-designed textbooks for students with visual impairments. The qualities of English teaching and learning must be added. The current study looked at the difficulties that teachers of English face today while working with students who are visually impaired in the secondary grades. It focused on how English language teaching methods are used with these students.

It also looked at how ESL teachers' approaches and resources affected their pupils' acquisition of the English language. This part begins with a summary of the approaches used to teach English to visually impaired pupils, how they are put into practice, and the difficulties encountered in Lahore, Pakistan, in ESL classes for students in special education. The findings of a study on the use of English language teaching resources specifically created for educating students who have visually impaired, as well as all other approaches used by ESL teachers in Lahore, Pakistan, have been carefully analysed. An examination of the difficulties and effects of teaching English to visually impaired pupils in special education finishes this section.

The study's implications for special education policymakers and the syllabus' braille conversion of English for pupils with visual impairments were also discussed.

Currently, teaching English to visually impaired students requires a comprehensive approach that makes use of readily available, user-friendly, pertinent, and interactive technology tools, as well as the use of free software that enables us to have an overall understanding of the specific themes to be covered. Similarly, as (Susanto 2014) indicated in his research, applications should be designed for various technical devices and ESL instructor predispositions in order to acquire new pedagogical techniques for ESL classrooms for visually impaired students learning situations.

It is crucial to take into account the findings that researchers like (Emaily.u) noted in their earlier studies; nonetheless, some students who do not have any disabilities have a negative attitude toward the inclusion of pupils who are blind or visually impaired. They have demonstrated, however, that students with visual impairments may outperform other students in the classroom if English language teachers are equipped with the skills, knowledge, and policies to support special education. John.W. has already made a move in this direction. Teenagers of today need access to the Internet in order to go about their daily lives. Students who are blind or visually impaired also feel the need to

adapt to technological advancements, as well as to the accessibility and mobility features that enable misspelling tools like JAWS and NVDA software and access to various apps like WhatsApp, YouTube, and Google social networking to help students learn English more effectively. The demand for communication, information seeking, and entertainment has been met by technology, which has had a positive and significant impact on the quality of English language instruction as well as equity between visually impaired students and their sighted peers.

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