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English Language Teaching (ELT) for Special Needs Learners: Strategies for Visually Impairments Students in Inclusive Education

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ABSTRACT

This research describes English Language Teaching (ELT) for special needs learners for visually impaired students. This study employs a library research method. English Language Teaching (ELT) for visually impaired students (VIS) requires adaptive strategies to ensure an inclusive and effective learning experience. Key approaches include using Braille for literacy, multisensory learning with tactile objects and audio aids, and assistive technologies like screen readers and speech recognition apps. Emphasizing oral and auditory learning through role-playing, podcasts, and verbal exercises strengthens language skills. Structured instructions, adapted materials, and an inclusive environment foster engagement and accessibility. Encouraging independent learning with audiobooks and self-learning apps, building confidence through positive reinforcement, and promoting real-life applications help VIS students integrate English into daily life. Despite these strategies, teaching English to VIS students presents challenges such as a lack of teacher training, insufficient resources, and the absence of inclusive curricula. Limited vocabulary, longer learning times, and difficulties with activities requiring visual input make traditional methods ineffective. Classroom distractions, low motivation, and family support gaps further complicate learning. Teachers also face challenges in time management, student behavior, and classroom diversity, while Braille proficiency and system limitations add to these difficulties. To address these issues, educators must integrate specialized teaching techniques, including Total Physical Response (TPR), peer-assisted learning, and structured activities like dictation and role-playing. Classroom modifications, such as flexible seating and inclusive testing methods, enhance learning outcomes. By adopting an inclusive, multisensory approach and leveraging technology, teachers can create a supportive learning environment for VIS students. With the right strategies, resources, and teacher training, visually impaired learners can develop strong English skills, gain confidence, and participate fully in academic and social settings.

Keywords: English Language Teaching (ELT), Special Needs Learners, Visual Impairments, Visual Impairments Students

ABSTRAK

Penelitian ini menggambarkan pengajaran Bahasa Inggris (English Language Teaching/ELT) bagi peserta didik berkebutuhan khusus untuk siswa dengan gangguan penglihatan. Studi ini menggunakan metode penelitian kepustakaan. Pengajaran Bahasa Inggris (ELT) untuk siswa tunanetra memerlukan strategi adaptif guna memastikan pengalaman belajar yang inklusif dan efektif. Pendekatan utama meliputi penggunaan huruf Braille untuk literasi, pembelajaran multisensorik dengan objek taktil dan alat bantu audio, serta teknologi bantu seperti pembaca layar dan aplikasi pengenalan suara. Penekanan pada pembelajaran lisan dan auditif melalui bermain peran, podcast, dan latihan verbal dapat memperkuat keterampilan berbahasa. Instruksi yang terstruktur,

materi yang disesuaikan, dan lingkungan yang inklusif mendukung keterlibatan dan aksesibilitas. Mendorong pembelajaran mandiri dengan buku audio dan aplikasi belajar mandiri, membangun kepercayaan diri melalui penguatan positif, serta mempromosikan penerapan dalam kehidupan nyata membantu siswa tunanetra mengintegrasikan bahasa Inggris dalam kehidupan sehari-hari. Meskipun berbagai strategi tersebut telah diterapkan, pengajaran bahasa Inggris untuk siswa tunanetra tetap menghadapi tantangan seperti kurangnya pelatihan guru, keterbatasan sumber daya, dan ketiadaan kurikulum yang inklusif. Keterbatasan kosakata, waktu belajar yang lebih lama, dan kesulitan dalam aktivitas yang memerlukan input visual membuat metode tradisional menjadi kurang efektif. Gangguan di kelas, rendahnya motivasi, dan minimnya dukungan keluarga turut memperumit proses belajar. Guru juga menghadapi tantangan dalam manajemen waktu, perilaku siswa, dan keberagaman kelas, sementara kemampuan membaca Braille dan keterbatasan sistem turut menambah kesulitan. Untuk mengatasi tantangan ini, pendidik perlu mengintegrasikan teknik pengajaran khusus, termasuk Total Physical Response (TPR), pembelajaran dengan bantuan teman sebaya, dan aktivitas terstruktur seperti dikte dan bermain peran. Modifikasi kelas, seperti pengaturan tempat duduk yang fleksibel dan metode penilaian yang inklusif, dapat meningkatkan hasil belajar. Dengan mengadopsi pendekatan yang inklusif dan multisensorik serta memanfaatkan teknologi, guru dapat menciptakan lingkungan belajar yang mendukung bagi siswa tunanetra. Dengan strategi, sumber daya, dan pelatihan guru yang tepat, peserta didik tunanetra dapat mengembangkan kemampuan bahasa Inggris yang baik, membangun rasa percaya diri, dan berpartisipasi secara penuh dalam lingkungan akademik maupun sosial.

Kata Kunci: Pengajaran Bahasa Inggris (ELT), Peserta Didik Berkebutuhan Khusus, Gangguan Penglihatan, Siswa Tunanetra.

Introduction

Language is a fundamental tool for social interaction and personal development. Mastering English can empower visually impaired students to participate in global conversations, access more educational materials, and improve their employability in an increasingly interconnected world. Unfortunately, many educational institutions still struggle to provide suitable learning materials and resources for these students, further emphasizing the need for research into effective teaching strategies that accommodate their unique learning needs.

English Language Teaching (ELT) plays a crucial role in education, enabling learners to access global knowledge and communication opportunities. However, teaching English to diverse learners, particularly those with special needs, requires tailored approaches to ensure inclusivity. One group that faces significant challenges in language learning is visually impaired students. Given the growing emphasis on inclusive education, it is essential to explore effective strategies for adapting ELT methods to meet their unique needs. The ability to learn and use English opens up various educational, social, and career-related opportunities for students, regardless of their physical conditions. However, traditional teaching methods rely heavily on visual materials, making it difficult for visually impaired learners to engage with the content.

English proficiency is increasingly valuable for individuals across various professional, academic, and social domains, including students with visual impairments. These students should have equal opportunities to acquire English skills, which can enhance their career prospects, access to information, and overall quality of life. However, traditional ELT methods often rely heavily on visual materials, creating barriers for visually impaired learners.

Ensuring accessibility to English language learning for these students is essential for fostering educational equity and inclusivity. Proficiency in English can open more opportunities for students to acquire knowledge, communicate globally, and develop both academic and non-academic skills. In the context of inclusive education, English language learning must be designed to be accessible to all students, including those with special needs, such as visually impaired students.

Visual impairment is a general term that encompasses a range of deficiencies in visual function (Ann & Brahm, 2004). Various aspects contribute to visual function, including visual acuity (the ability to perceive details), accommodation (the capacity to adjust focus), the field of vision (the area visible at any given moment), color perception, and adaptability to light. As a result, visual impairment can arise from multiple causes, manifest in different forms, and vary in severity. Students with visual impairments are those who experience vision-related disabilities, including low vision or total blindness. These students need specialized instructional methods to effectively learn English (Wardhani, 2023). Visual impairment can range from partial sight loss to total blindness, affecting students' ability to interact with traditional learning resources such as textbooks, digital screens, and visual presentations. In an inclusive classroom, where students with and without disabilities learn together, visually impaired students may struggle with tasks that rely heavily on visual elements. Therefore, it is essential to implement adaptive teaching methods that cater to their needs while fostering an inclusive learning environment.

The teaching of English as a foreign language (EFL) to students with visual impairments (VI) has been largely overlooked by researchers in the fields of second language acquisition and special education (Al Naabi, 2022). When blind people are forced to take part in learning activities in regular classes, they have to follow a learning process that is intended for people who are not blind (Sunardi et al., 2014). Due to their limited vision, they are of course unable to learn according to their needs and abilities which can fail in learning. Problems like this can be overcome through inclusive educational practices by providing special tools according to their needs, modifying the learning environment, and using alternative techniques that enable them to participate fully and effectively in learning activities.

Inclusive education is a system that accommodates diverse learning needs without discriminating against physical, sensory, or intellectual limitations. The primary goal of inclusive education is to provide equal opportunities for all students to receive quality education in the same environment. Visually impaired students often face challenges in attending regular classes because most teaching materials are presented visually. Therefore, specific strategies are needed in English language teaching to ensure that they can learn optimally without significant obstacles. Inclusive education aims to provide equal learning opportunities for all students, regardless of their physical, sensory, intellectual, or emotional conditions. One of the key groups benefiting from inclusive education is students with visual impairments.

Students with visual impairments face various obstacles in learning English, especially because many teaching materials are visually based. Teaching English to visually impaired students presents several challenges, primarily due to the reliance on visual components in language instruction. English language learning for visually impaired students in inclusive education requires specialized and adaptive teaching strategies. By using suitable methods, such as assistive technology, multisensory approaches, and teacher support, visually impaired students can effectively develop their English language skills. Ensuring that visually impaired students receive quality English language education requires an inclusive approach that

accommodates their specific needs. By implementing effective teaching strategies, educators can enhance language learning experiences for these students, promoting equal opportunities in education. Further research and policy implementation are necessary to improve ELT practices for special needs learners. Raising awareness and providing adequate resources will ultimately help create a more accessible and supportive learning environment, enabling visually impaired students to achieve language proficiency and educational success.

There are several studies related to visually impaired students/learners. Susanto & Nanda (2018) describe the teaching and learning of English at a school for visually impaired students in Bandar Lampung. The findings indicate that instructional modifications for foreign language learning were insufficient. Nevertheless, students utilized various resources, including screen reader technology such as Non-Visual Desktop Access (NVDA) and Job Access with Speech (JAWS). The study revealed that although students had limited instructional modifications in foreign language learning, they made use of various resources through screen reader technology, including NVDA and JAWS. They were able to enhance their language learning through role-play activities and musical instruments. Nasution (2019) explores the teacher's perception of the strategies she employed in teaching English to visually impaired students at YAKETUNIS. The findings revealed that cooperative learning, interactive read-aloud, and guided reading were extensively implemented in her English class. A finding showed that the teacher incorporated a student-centered learning strategy. The teacher confirmed that these strategies were effective in teaching English to visually impaired students. Akmalovna (2021) presents methods, guidelines, and recommendations for novice teachers in teaching English as a second language to visually impaired or blind students. Additionally, it may serve as a valuable resource for parents or students who are learning English independently. The study incorporated classroom observations and applied a social constructivist perspective on disability. The findings revealed that students received insufficient instructional modifications in foreign language learning. However, they utilized various assistive technologies, including screen readers like NVDA and JAWS. Guanoluisa et al. (2023) examine the teaching and learning experiences of two visually impaired students and their teacher at a public school in Latacunga, Ecuador. The findings revealed positive attitudes toward the English teaching and learning process, reflecting elements of inclusive education and progress in instructional practices. Effective teaching strategies and adaptive learning materials contributed to better learning opportunities for VI students, despite the teacher's lack of formal training in special education. Asri et al. (2024) explore barriers, support systems, and learning needs in English instruction for visually impaired students (VIS) to improve instructional media. Challenges include disparities in instruction, limited Braille resources, reduced class meetings, and varying proficiency levels. However, effective classroom management, Braille proficiency, and innovative teaching methods help mitigate these issues. Enhancing learning outcomes requires adequate Braille resources, real-life-based lessons, and diverse instructional materials for different proficiency levels.

Despite several studies exploring English language teaching (ELT) for visually impaired students, there remain gaps in understanding how specific teaching strategies, assistive technologies, and classroom adaptations can be systematically integrated to improve learning outcomes. While previous studies, such as those by Susanto & Nanda (2018) and Nasution (2019), have highlighted the use of assistive technologies like NVDA and JAWS, as well as teaching strategies such as cooperative learning and guided reading, there is still limited research on how these strategies can be more effectively implemented in diverse educational

contexts. Additionally, many studies, such as those by Akmalovna (2021) and Guanoluisa et al. (2023), point to insufficient instructional modifications and a lack of teacher training in special education as barriers to effective teaching. This creates a significant gap in understanding how teachers can be better equipped to teach English to visually impaired students in inclusive and adaptive environments. Furthermore, while there is some emphasis on the role of Braille and assistive technologies, there is a lack of comprehensive exploration into how these tools can be integrated with traditional teaching methods to ensure a more holistic approach to language learning.

This research addresses these gaps by investigating the effective integration of assistive technologies, instructional strategies, and teacher training in the ELT process for visually impaired students. By focusing on a more comprehensive, multifaceted approach that combines both technological and pedagogical advancements, this study seeks to offer new insights into how specific teaching practices can be tailored to meet the unique needs of visually impaired learners. Additionally, the research will explore how a combination of innovative teaching strategies, such as student-centered learning, role-play activities, and real-life context-based lessons, can enhance language proficiency for visually impaired students. This approach will provide a more nuanced understanding of how to create inclusive, adaptive learning environments that support the academic success of visually impaired students in English language acquisition. By emphasizing the importance of teacher training and the development of tailored instructional materials, the study contributes to the advancement of ELT practices in special education settings, addressing both the limitations of current instructional methods and the untapped potential of assistive technology.

Method

This study employs a library research method. Library research is a research method that involves collecting and analyzing data from various written sources, such as books, journal articles, research reports, and other academic documents (Fitria, 2023). This type of research is conducted by examining, reviewing, and synthesizing existing literature to explore a particular topic in depth (Fitria, 2024). Unlike field research, which requires direct interaction with participants, library research relies on secondary sources to obtain information and build a comprehensive understanding of a subject. In this study, library research is chosen as the primary method because it allows for an extensive review of theories, concepts, and previous studies related to English Language Teaching (ELT) for Special Needs Learners, particularly those with speech, hearing, and visual impairments in inclusive education.

The data in this study is collected through various written documents relevant to the research focus. The primary sources used in data collection include academic books discussing English language teaching for special needs students, especially visual impairments. Additionally, this research also refers to national and international journal articles that publish studies related to English teaching strategies for students with speech, hearing, and visual impairments. The data analysis in this study is conducted using the content analysis method. This method aims to identify, interpret, and construct an understanding of the various literature sources collected. The first step in data analysis is organizing the literature obtained based on key topics, such as teaching strategies for students with speech, hearing, and visual impairments. After organizing the data, the next step is data reduction, which involves selecting and filtering the most relevant information to the research objectives. The selected data is then categorized based on the teaching approaches used, such as visual-based approaches, assistive technology, collaborative learning, and experiential learning methods.

The final stage of data analysis involves interpreting the categorized information, drawing conclusions based on the findings, and linking them with insights from various reviewed literature sources.

Findings and Discussion

This research describes English Language Teaching (ELT) for special needs learners such as visual impairments in inclusive education.

A. Goals of English Language Teaching for Students with Visual Impairments

The goals of English language teaching for students with visual impairments focus on developing essential communication skills and promoting independence. One primary objective is to help students understand, speak, read, and write in English effectively, emphasizing functional language use to express themselves in various situations. Enhancing listening comprehension is also crucial, as students rely on auditory learning, so they should be able to understand spoken English in different accents, speech speeds, and contexts, such as conversations, lectures, and instructions. Another key goal is to promote independence in language use, enabling students to communicate confidently in both academic and social settings, including writing emails, asking for directions, and engaging in discussions without assistance. Additionally, fostering digital literacy is vital, as students need to be proficient in using assistive technology such as screen readers, voice-to-text applications, and Braille keyboards to support their reading and writing skills. Encouraging confidence and participation is also essential, as students with visual impairments may hesitate to speak in English. Active engagement through activities like role-playing, storytelling, and presentations helps build their self-confidence. Lastly, facilitating integration into society is an important goal, as knowing English allows students to connect with a broader community, enhancing opportunities for further education, career development, and social interactions.

B. Strategies of English Language Teaching for Students with Visual Impairments

Teaching English to students with visual impairments requires specialized strategies to ensure they can learn effectively. Traditional methods that rely on visual materials, such as textbooks, images, and written exercises, must be adapted to meet their needs. A stronger collaboration between vision teachers and ESL instructors is crucial to ensuring that students with visual impairments and limited English proficiency achieve full literacy and communicative competence (Guinan, 1997). Below are strategies for English teaching for students with visual impairments that help educators create accessible and effective learning:

1. Using Braille for English Language Teaching (ELT) for Visually Impaired Students

   Braille plays a vital role in English language teaching (ELT) for visually impaired students by enabling them to develop literacy skills, improve comprehension, and engage with written language independently. Since traditional visual materials are inaccessible, Braille offers an alternative for reading and writing in English. Providing Braille textbooks, worksheets, and vocabulary lists allows students to engage with written language on their own. Teachers can further enhance students' literacy by incorporating Braille writing exercises that improve spelling, grammar, and composition. Using Braille in ELT helps visually impaired students read and understand English texts, fostering independent learning and comprehension.

Students with visual impairments require specialized support, such as Braille, to develop their reading and writing skills. Mastering Braille is essential, as it serves as a foundational skill in the learning process. Once students become proficient in reading and writing Braille, they can more easily acquire knowledge and engage in more complex learning activities Susanti & Rudiyati (2019). They examine various strategies, methods, approaches, and media used in Braille instruction, emphasizing the development of reading and writing proficiency as a key skill for learning. The study identifies several effective techniques for teaching Braille, including vocabulary-based word instruction, oral Braille reading and decoding, individualized meaning-centered approaches, vocabulary flashcards, the Mangold system, and short writing exercises. However, Nahar et al. (2015) explain that visually impaired students face significant challenges in accessing visual information, making their learning process more difficult. The country's blind students primarily rely on Braille, but the lack of Braille-based materials and costly technology complicates their education. To address this, the mobile-based Braille application "mBRAILLE" was developed for Android, providing an accessible platform for learning both Bangla and English Braille. Educators face challenges in teaching Braille, with a lack of awareness among staff and time management difficulties being major obstacles, as found in a study by Munir et al. (2024), Despite these issues, no significant gender differences were found in the challenges teachers faced.

2. Multisensory Learning Approach
   Since students with visual impairments cannot rely on sight, they benefit from learning through multiple senses, such as hearing, touch, and movement. This approach allows them to engage with the material in a way that enhances their comprehension and retention. For example, using Braille books enables students to read through touch, while tactile objects help them understand new vocabulary. Audio aids, such as voice recordings or text-to-speech applications, also reinforce learning by providing auditory input. Teachers can implement multisensory learning strategies in various ways. One example is using textured flashcards with raised letters to help students recognize English words through touch. Instead of relying on traditional pictures to explain animals, teachers can bring in small figurines or models, allowing students to feel the shapes and textures of different animals. Additionally, when teaching phonetics, teachers can play recordings of different sounds and ask students to identify and repeat them. These strategies ensure that students with visual impairments can actively engage in the learning process and develop their language skills effectively.
3. Use of Assistive Technology
   Technology plays a crucial role in providing accessibility. Screen readers, such as JAWS (Job Access with Speech), allow students to navigate digital texts. Text-to-speech applications help students listen to written content, and audio-based learning platforms offer interactive lessons. These tools ensure that students can access the same materials as their sighted peers. Assistive technology plays a crucial role in supporting students with visual impairments in an inclusive English classroom. These tools help them access educational materials, participate in learning activities, and develop language skills effectively. For instance, a student can use a screen reader like NVDA (NonVisual Desktop Access) to read an online article about daily routines in English, allowing them to engage with digital content independently. Additionally, teachers can provide lesson notes in an accessible format using a Braille embosser, enabling

students to read and review materials at their own pace. Furthermore, speech recognition apps like Voice Dream Reader assist students in practicing pronunciation by converting text into spoken words. By integrating these technologies into the classroom, educators can create a more inclusive and accessible learning environment for visually impaired students.

Bin-Tuwaym & Berry (2018) describe that Assistive technology (AT) plays a crucial role in the educational programs of students with visual impairments (VI). It enables them to acquire skills, participate in academic activities, and enhance their independence. Alves et al. (2009) assess the use of assistive technology for blind and low-vision students based on teachers' perspectives. Teachers identified key requirements for effective use, including adequate computer access for all students, specialized advisors to support educators, and sufficient pedagogical assistance. While assistive technology is integrated into the education of visually impaired students, teachers stress the need for better infrastructure and educational support. Siyabi et al. (2022) explore the practical use of assistive technology in English language classrooms for students with visual impairments. The study also discusses future possibilities, highlighting the authors' view of assistive technology as a tool that boosts learners' autonomy, involvement, and academic development. Saeedakhtar et al. (2024) investigate the effect of assistive technology (AT) on English vocabulary learning among visually impaired (VI) students in an EFL context. The study found that the experimental group using AT significantly outperformed the control group in vocabulary acquisition. Interviews indicated that students found NVDA helpful for learning.

4. Oral and Auditory Emphasis
   Since students with visual impairments rely more on hearing, lessons should emphasize listening and speaking skills to enhance their English learning. Teachers can incorporate various auditory-based activities, such as listening drills, podcasts, and recorded dialogues, to improve students' comprehension and communication abilities. Role-playing exercises provide opportunities for students to practice real-life conversations in English, reinforcing their speaking skills in a meaningful way. For example, instead of using written dialogues, a teacher plays recorded conversations and asks students to repeat and role-play them. Students can listen to English-language podcasts and summarize what they understand using their words, helping them develop both listening and critical thinking skills. Another effective strategy is reading a story aloud and asking students verbal comprehension questions, encouraging them to engage actively in discussion.
5. Structured and Clear Instructions
   Providing structured and clear instructions is essential for students with visual impairments, as they rely on verbal guidance rather than visual cues. Teachers should avoid vague phrases like "look at this" or "read the text" and instead use specific and direct instructions, such as "listen carefully to the sentence and repeat after me." Using well-structured lesson plans ensures that students follow along smoothly without confusion. For example, instead of saying, "Look at this sentence," a teacher can say, "Listen carefully to this sentence: 'The cat is sleeping under the table.' Now, repeat it after me." Similarly, when guiding students in writing exercises, a teacher can provide step-by-step verbal instructions, such as, "First, think of a topic. Next, say your sentence

aloud before writing it in Braille." Teachers can use consistent and precise phrasing, replacing ambiguous instructions like "over here" or "this way" with clear directional cues.

6. Encouraging Social Interaction
   Students with visual impairments may feel isolated in a traditional classroom setting, making it essential to create opportunities for social interaction. Engaging in group activities such as discussions, role-playing, and collaborative projects allows them to interact with their peers, enhancing both their language skills and confidence in communication. By fostering an inclusive and supportive environment, teachers help visually impaired students feel more connected and actively involved in the learning process. For example, a teacher organizes a group storytelling activity where one student begins a story, and others take turns adding to it in English. Another strategy is peer-assisted learning, where students work with sighted classmates to practice conversational English, encouraging teamwork and language development. Classroom debates provide a platform for students to express their opinions on various topics, helping them build confidence in speaking and engaging in meaningful discussions.
7. Adaptation of Materials
   To ensure an inclusive learning experience, educational materials should be adapted into accessible formats that cater to the needs of students with visual impairments. Standard textbooks and worksheets can be converted into Braille, audiobooks, or high-contrast text for students with partial vision. Instead of relying on visual elements, teachers can provide verbal descriptions or tactile representations to convey information effectively. For example, when teaching geography, a teacher can provide a tactile map of the world, allowing students to explore different countries through touch. Instead of showing a picture of a dog, the teacher might describe it verbally, saying, "A dog is a four-legged animal with fur that can bark and wag its tail." Additionally, schools can convert English novels into audiobook formats, enabling students to listen and follow the story.
8. Creating an Inclusive Environment
   A supportive and inclusive classroom environment plays a crucial role in making learning more accessible for visually impaired students. Teachers should foster a space where these students feel comfortable participating and engaging in lessons without hesitation. Encouraging peer support and assigning classroom buddies can help visually impaired students integrate better into group activities and social interactions. For example, a teacher can assign a sighted classmate as a study buddy to assist a visually impaired student in navigating classroom activities. In spelling games, instead of writing words on the board, students can take turns spelling them aloud to ensure equal participation. Additionally, organizing the classroom with consistent desk and learning station arrangements prevents unnecessary obstacles, allowing visually impaired students to move around safely and independently.
9. Encouraging Independent Learning
   Independent learning is essential for visually impaired students as it helps them build confidence and self-sufficiency in language acquisition. Teachers should guide students in using accessible learning tools that enable them to study at their own pace, fostering autonomy in their education. Providing structured support while encouraging self-directed learning ensures that students develop strong language

skills both inside and outside the classroom. One effective strategy is introducing students to self-learning apps, such as Duolingo or BBC Learning English, which offer audio support to help them practice vocabulary and grammar independently. Additionally, teachers can assign students to listen to audiobooks and summarize them in their own words, enhancing both comprehension and speaking skills. Another important aspect of independent learning is time management, so students should be taught how to create their study schedules, such as dedicating 30 minutes a day to listening or speaking practice.

10. Building Confidence and Motivation
    Many visually impaired students struggle with confidence when communicating in English, which can make language learning challenging. Therefore, fostering a supportive and encouraging environment is essential to help them feel comfortable and motivated. Teachers play a crucial role in boosting students' self-esteem by providing positive reinforcement and recognizing their efforts in learning English. Simple acts of encouragement, such as praising students for correct pronunciation or well-structured sentences, can significantly enhance their confidence. One strategy is giving praise and positive feedback. For example, if a student successfully pronounces a sentence correctly, the teacher can say, "Great job! You pronounced that very clearly!" to reinforce their achievement. Another way to inspire students is by introducing stories of successful visually impaired individuals or polyglots who have overcome similar challenges. Hearing about these may motivate students to believe in their abilities. Organizing voice-based competitions, such as storytelling contests or audio-based spelling bees, can provide a fair and engaging way for students to showcase their language skills.
11. Encouraging Real-Life Application
    English language learning should be practical and applicable to daily life, especially for visually impaired students who rely heavily on verbal communication. Teaching real-world vocabularies, such as crosswalks, elevators, and bus stops, equips them with useful language for everyday situations. Encouraging students to practice speaking in public places, like ordering food or asking for directions, builds confidence in real interactions. Simulating phone conversations, such as calling customer service or booking a hotel room, further strengthens their communication skills. By integrating real-life scenarios into lessons, teachers can help visually impaired students develop practical language skills that enhance their independence and fluency.
12. Cultural Exposure and Immersion
    Understanding the cultural context of a language enhances students' ability to use it naturally. Exposure to English-speaking cultures through music, stories, and conversations can make learning more engaging and meaningful. Cultural exposure and immersion enhance students' ability to use English naturally by providing context and making learning more engaging. Introducing visually impaired students to English-speaking cultures through music, stories, and conversations improves their comprehension, pronunciation, and fluency. Simple English songs help them recognize common phrases and pronunciation patterns, while cultural stories from the UK, USA, and Australia allow them to compare traditions and deepen their understanding of language use. Organizing voice-based cultural exchanges, such as communicating with

native speakers through voice messages or emails, enriches their learning by offering authentic exposure to real conversations.

13. Encouraging Critical Thinking and Problem-Solving
    Encouraging critical thinking and problem-solving in language learning helps students develop cognitive skills beyond memorizing vocabulary and grammar. Teachers can engage visually impaired students through analytical discussions, such as interpreting the main ideas and moral lessons of a story read aloud. Audio-based riddles and word games enhance logical reasoning while making learning enjoyable. Discussing news articles or short reports in English challenges students to process information, form opinions, and express thoughts clearly. These auditory-based activities not only strengthen comprehension and vocabulary but also promote deeper thinking and effective communication in English.

C. Strategies of English Language Teaching for Students with Visual Impairments

There are several strategies for English Language Teaching (ELT) with visual impairments. Kurniawati (2017) examines the strategies a blind student used to learn English before and during college in an inclusive setting. The study highlights challenges and effective learning strategies, emphasizing the reliance on auditory learning for all language skills. Teachers must adapt instructional methods, provide clear explanations, and use accessible media. Blind students can enhance learning by obtaining materials in advance, converting them into audio formats, and utilizing assistive technology like recorders and laptops. A supportive and inclusive environment benefits both students and educators.

Amirabadi et al. (2024) examine the techniques and materials used in teaching English to visually impaired learners. The study reveals that due to inadequate teacher training and a lack of adapted materials, the Grammar Translation Method is primarily used, along with resources designed for sighted students. However, research highlights that blind and visually impaired students have unique social behaviors and learning styles, emphasizing the need for tailored instructional approaches. Topor & Rosenblum (2013) investigate the preparation, instructional strategies, and teaching methods used for visually impaired students learning English. The study reveals that while most teachers had extensive knowledge of English teaching strategies, 30% felt unprepared to teach visually impaired English language learners (ELLs). Braille instruction was primarily conducted in English, and many educators applied common instructional methods to address students' needs. Additionally, about two-thirds of the participants felt qualified to work with this student group, suggesting that those involved in the study may have had a particular interest in the topic.

Aryanti (2014) examines the learning strategies and challenges faced by visually impaired students (VIS) in acquiring English, as well as the strategies lecturers use to support them. The study identifies both internal challenges, such as students' visual conditions and learning strategies, and external challenges, including limitations in instructional materials, peer support, lecturers' approaches, and facility accessibility. VIS employs various learning strategies, requiring classroom adaptations such as modified seating arrangements, peer assistance, improved facilities, and assessment accommodations, including extended exam time and inclusive testing methods. Wiyanah (2017) examines the effectiveness of Total Physical Response (TPR) in teaching English to visually impaired students. The study finds that TPR creates a more active, stress-free, and

enjoyable learning experience by compensating for students' lack of visual perception through auditory input. By responding to verbal instructions, pronouncing words, and repeating them multiple times, students enhance their psychomotor skills and improve language acquisition.

Habibi & Jamil (2017) examine the teaching strategies used for visually impaired students at SLB Prof. Dr. Sri Soedewi Mascjun Sofwan. Both teachers (T1 and T2) employed dictation, drilling, class discussions, and role-playing to enhance vocabulary and language development. While observations confirmed the use of all these methods, T2 did not mention dictation and role-playing during interviews, possibly due to forgetfulness. The study highlights key strategies such as guided interaction, metacognition, authentic assessment, explicit instruction, meaning-based context, universal themes, and the integration of various teaching methods to support visually impaired learners.

Based on the above, it can be concluded that visually impaired students rely heavily on auditory learning strategies for acquiring English skills, making it essential for teachers to adapt instructional methods, materials, and communication strategies. Effective approaches include providing class materials in advance, converting them into audio formats, and utilizing assistive technologies like recorders and laptops. Teachers often employ the Grammar Translation Method due to limited adapted resources, but other strategies such as Total Physical Response (TPR) help create an active, stress-free, and engaging learning environment. TPR allows students to respond to verbal instructions and reinforce vocabulary through repetition. Classroom adaptations, such as modified seating arrangements, peer support, extended exam time, and inclusive testing methods, also facilitate better learning outcomes. Structured techniques like dictation, drilling, class discussions, and role-playing enhance vocabulary and language development. While teachers feel unprepared to instruct visually impaired English learners, those with relevant expertise integrate strategies that overlap with general English language teaching and special education techniques.

There are several strategies of English Language Teaching (ELT) related to English language skills as follows: În vocabulary, Prakosha et al. (2018) investigate the application of the phonic method in teaching vocabulary to students with visual impairments. The findings revealed that the teaching materials used in English instruction for visually impaired students at SLB A Surakarta consist of the curriculum, syllabus, and lesson plan. In the context of the phonic method, the tools utilized in the teaching-learning process include a laptop, slate, and stylus, as well as the JAWS and TALK programs. Özer & Cabaroğlu (2018) provide an in-depth analysis of teaching vocabulary to young English as a Foreign Language (EFL) learners with visual impairments. The findings from the content analysis revealed that both teachers primarily employed auditory teaching techniques, incorporated the students' first language (L1), and used computer-assisted teaching methods to facilitate vocabulary learning. Deviyanti et al. (2022) introduced Crossword Puzzle Braille as a learning tool to enhance English vocabulary for visually impaired students. By integrating play and learning, the method aimed to increase student engagement. A pretest and posttest covering six vocabulary indicators showed significant improvement, with scores rising from 15% to 48.17%. The findings suggest that Crossword Puzzle Braille is an effective medium for improving vocabulary mastery among blind students.

In speaking, Sinagula (2021) determines the challenges and strategies used by teachers in teaching blind students. The findings of this research indicate that there are four challenges in teaching speaking for blind students, namely mismatching the curriculum and student needs, lack of learning media, limited teaching time, and problems with student attitudes. Furthermore, there are four strategies for teaching blind students, namely total physical response, cooperative learning, interactive reading aloud, and guided reading. Khadijah (2021) explores the strategies used by a teacher in teaching speaking skills to visually impaired students at SMA Luar Biasa Banda Aceh. The findings indicate that the teacher primarily relied on the question-and-answer strategy for teaching speaking skills. Several challenges include mixed proficiency levels among students in the same classroom, the absence of team teaching, and insufficient school facilities.

In reading, Setiawan et al. (2020) explore the strategies employed in teaching reading to visually impaired students and the challenges encountered in the process at SLB Negeri 1 Tabanan. The findings revealed that the English teacher implemented six strategies for teaching reading to visually impaired students: (1) reading paper strategies using braille with a pen reglet, (2) reading e-text strategies through regular e-text with the JAWS application, (3) tracking support via the JAWS application, (4) auditory support at the word and sentence level using the JAWS application, (5) auditory strategies involving a live reader with a story titled My School and multiple-choice quizzes, and (6) digital audio files containing the My School story. Koeswiryono (2012) examines the teaching and learning process of reading comprehension for visually impaired students, focusing on classroom practices, challenges, and solutions. The teacher dictated texts instead of converting them into Braille due to time constraints. Students summarized and read texts in the next session, and exams were conducted through dictation.

Based on the above, it can be concluded that the key strategies for English Language Teaching (ELT) to visually impaired students include various approaches to vocabulary, speaking, and reading instruction. For vocabulary development, the phonic method is used along with assistive tools like JAWS and TALK programs. Teachers primarily rely on auditory techniques, incorporate students' first language, and use computer-assisted methods, though challenges like limited learning materials and time constraints persist. Crossword Puzzle Braille has also proven effective in enhancing vocabulary retention through interactive learning. In speaking instruction, strategies include total physical response, cooperative learning, interactive reading aloud, guided reading, and the question-and-answer method, helping students improve oral communication despite curriculum mismatches and limited resources. For reading, teachers employ Braille, e-texts with JAWS, auditory support, live reading, and digital audio materials to enhance comprehension. Dictation is also used as a practical alternative to Braille due to time constraints. These strategies aim to create an inclusive and effective learning environment for visually impaired students.

D. Challenges of English Language Teaching for Students with Visual Impairments

Students with visual impairments (VIS) present a challenge for teachers seeking to create diverse learning environments (Cárdenas et al., 2020). This challenge becomes even greater when teaching English, as schools often lack adequate instructional resources, and teachers may have limited knowledge of effective methodologies and strategies to develop key language skills—listening, speaking, reading, and writing—essential for English language acquisition. Individuals with normal vision who have learned English face

challenges in various language skills, such as listening, speaking, reading, writing, and vocabulary. These difficulties are significant obstacles for individuals with visual impairments (Jannok & Suppasetseree, 2020).

Mwakyeja (2013) examined how general teachers teach students with visual impairments in inclusive classrooms and the challenges they face. It found that teachers have limited knowledge of inclusive education and often do not apply inclusive teaching strategies due to a lack of training, insufficient resources, and a rigid curriculum. Many believe that supporting visually impaired students is solely the responsibility of special education teachers. Kartikasari & Lestiono (2018) investigate the strategies used by an English teacher in teaching reading to a visually impaired student, along with the challenges faced and solutions implemented. The teacher employed six strategies: determining text purpose, skimming for main ideas, scanning for details, analyzing vocabulary, and utilizing e-text and auditory strategies. Challenges included the inability to use game-based strategies, difficulties in teaching new vocabulary, limited interactive methods, time management issues, and the student's struggle with the native-like accent of computer-generated voices. Solutions involved providing alternative vocabulary explanations, allocating extra teaching time, and encouraging gradual adaptation to the e-text voice.

Cárdenas & Inga (2019) Students with visual impairments pose a challenge for teachers in various university learning environments. This challenge becomes more significant when it involves second language acquisition, primarily due to the limited availability of educational resources in academic institutions and the lack of expertise in effective methodologies and instructional strategies to develop essential English language skills, including listening, speaking, reading, and writing. Setiawan et al. (2020) describe several challenges that were identified in the teaching process to visually impaired students and the challenges encountered in the process at SLB Negeri 1 Tabanan. First, students had a limited vocabulary, which made it difficult for them to respond to lessons as effectively as their sighted peers, requiring teachers to allocate more time for instruction. Second, visually impaired students struggled with independent learning and required continuous assistance due to their inability to perceive objects. Lastly, teachers faced difficulties when attempting to present visual objects, as students were unable to see them.

Pratama (2020) examines the challenges faced by EFL teachers in instructing visually impaired students. The study identifies key difficulties, including students' behavioral issues, short attention spans, low motivation, lack of teaching materials, and insufficient family support. Additionally, many special education teachers are required to teach English without proper training. Teachers also struggle with converting visual materials into audio formats and dealing with limited specialized resources. Institutional constraints, high parental expectations, and the absence of appropriate teaching methods further complicate English instruction for visually impaired students.

Boltenkova et al. (2020) examine the challenges and instructional methods in teaching EFL to blind and visually impaired learners. The study highlights major obstacles, including the limited availability of adapted materials and instructional methods. While in-person teaching—both inclusive and specialized—has been effective, online learning remains difficult due to high costs and restricted accessibility of assistive technologies. Additionally, there is no standardized methodology for online EFL education tailored to blind learners, with experimental programs producing limited and often inaccessible

results. Febtiningsih et al. (2021) explore the challenges faced by teachers in teaching English writing to visually impaired students. The findings revealed challenges, including a mismatch between the curriculum and syllabus and the student's needs, limited teaching time, insufficient learning media, ineffective teaching strategies, inadequate teacher qualifications, and issues related to students' attitudes. These obstacles significantly impacted the teachers' ability to effectively teach English writing to visually impaired students.

Zahra et al. (2022) examine the challenges EFL teachers face when instructing visually impaired students. Key difficulties include behavioral issues, short attention spans, low motivation, lack of teaching materials, and insufficient family support. Teachers also struggle with students' negative attitudes toward learning and are often required to teach English without proper training. Additional challenges include converting visual materials into audio formats and the absence of appropriate teaching methods and resources. The study highlights inadequate teaching materials and high parental expectations as significant obstacles for ESL teachers working with visually impaired students.

Gunadi & Binawan (2023) explain the challenges encountered by a visually impaired student in learning English at an inclusive school in Sleman. The findings indicate that these challenges can be categorized into two types: Internal difficulties stem from the student's limitations, while external difficulties arise from external factors such as the teacher, peers, learning materials, and classroom environment. Gunadi & Binawan (2023) highlight the internal and external challenges visually impaired students face in learning English in inclusive schools. Internally, their inability to recognize Latin letters and objects makes mastering English skills more difficult, requiring the use of audio-based learning materials. Externally, environmental factors such as noisy classrooms, unsupportive classmates, and insufficient learning materials hinder their progress. The study emphasizes the importance of maintaining a quiet and conducive learning environment to enhance their comprehension.

Almalki (2021) examines the challenges visually impaired female students face in learning English at Taif University. While students found English manageable, they struggled with classroom difficulties, a non-inclusive curriculum, and a lack of accessible resources like PDFs, audio materials, and visual aids. Additionally, foreign language instructors lacked formal training in teaching visually impaired students. Galerin et al. (2021) explore the challenges and learning strategies of visually impaired students in inclusive classrooms. Students faced difficulties with activities requiring visual input, such as media, presentations, and videos. To overcome these obstacles, they used various learning strategies, including memory, compensation, social, affective, and metacognitive strategies.

Marzulina et al. (2021) explore the challenges faced by teachers in teaching English to visually impaired students. The findings revealed that the primary difficulties encountered by teachers included time management, students' attitudes and behavior, limited instructional materials and equipment, and inadequate classroom conditions. Sohaib et al. (2021) explore the challenges encountered by English teachers in primary and secondary schools for blind students in Khyber Pakhtunkhwa. The findings revealed that teachers faced various obstacles in teaching English to blind students. The primary challenges included student individual differences and classroom diversity, lack of

necessary teaching materials, limitations of the Braille system, insufficient Braille proficiency, and the absence of teacher training programs.

Cahyati & Inayah (2023) examine three key challenges faced by visually impaired students: self-perception, adaptation to prejudicial treatment, and the use of assistive technology. The findings show that 97% of students had a positive self-perception, while only 3% viewed their condition negatively. Additionally, 96% reported not experiencing prejudicial treatment in public spaces. All participants acknowledged the significant role of screen readers in supporting their learning process.

Based on the above, it can be concluded that English language teaching for students with visual impairments (VIS) presents several challenges, both in terms of instructional strategies and available resources. Teachers often face difficulties due to a lack of training in inclusive education and effective methodologies for teaching key language skills such as listening, speaking, reading, and writing. Moreover, educational institutions frequently lack the necessary resources, including appropriate teaching materials and assistive technologies. VIS students often have limited vocabulary, making it difficult for them to engage with lessons as effectively as their sighted peers, and they require more time and assistance for independent learning. The absence of visual aids further complicates the teaching process, necessitating alternative methods such as auditory or e-text strategies. Teachers also face challenges with classroom dynamics, including behavioral issues, short attention spans, and low motivation among students, as well as insufficient family support. External factors like noisy classrooms and inadequate learning materials add to the difficulties. Visually impaired students face challenges in learning English due to classroom difficulties, a curriculum that lacks full inclusivity, and limited access to learning resources such as PDFs, audio materials, and visual aids. Many instructors have not received formal training in teaching visually impaired students, further hindering effective instruction. Inclusive classroom settings also present challenges, as visually impaired students struggle with activities requiring visual input, such as media presentations and videos. Teachers encounter difficulties related to time management, student behavior, inadequate instructional materials, and poor classroom conditions. Additional obstacles include individual learning differences, classroom diversity, Braille system limitations, and insufficient proficiency in Braille. These obstacles highlight the need for better teacher training, specialized resources, and a more inclusive approach to teaching English to visually impaired students.

Conclusion

English Language Teaching (ELT) strategies for visually impaired students include various approaches to ensure an inclusive and effective learning experience including: 1) Using Braille provides a literacy foundation, helping students develop reading and writing skills through textbooks, worksheets, and vocabulary exercises. 2) Multisensory Learning engages multiple senses, using tactile objects, audio aids, and phonetics to reinforce comprehension. 3) Assistive Technology like screen readers, Braille embossers, and speech recognition apps ensure accessibility and support independent learning. 4) Oral and Auditory Emphasis strengthens listening and speaking skills through role-playing, podcasts, and verbal exercises. 5) Structured and Clear Instructions enhance understanding with direct, specific verbal guidance. 6) Encouraging Social Interaction fosters inclusion through group discussions, peer-assisted learning, and storytelling activities. 7) Adaptation of Materials

converts resources into Braille, audiobooks, and tactile formats, making learning more accessible. 8) Creating an Inclusive Environment promotes comfort and participation by assigning study buddies and organizing accessible classroom arrangements. 9) Encouraging Independent Learning empowers students with self-learning apps, audiobooks, and structured study schedules. 10) Building Confidence and Motivation involves positive reinforcement, role models, and voice-based competitions to inspire learners. 11) Encouraging Real-Life Application focuses on practical language use in daily situations, such as ordering food and making phone calls. 12) Cultural Exposure and Immersion introduce English-speaking cultures through music, stories, and voice-based exchanges. 13) Encouraging Critical Thinking and Problem-Solving enhances cognitive skills with analytical discussions, riddles, and news analysis.

Visually impaired students primarily depend on auditory learning strategies for acquiring English skills, requiring teachers to adapt instructional methods, materials, and communication strategies. Key approaches include providing class materials in audio formats, using assistive technologies like recorders and laptops, and implementing strategies such as the Grammar Translation Method and Total Physical Response (TPR) to enhance engagement and comprehension. Classroom adaptations, including modified seating, peer support, and inclusive testing, further support learning. Structured techniques like dictation, drilling, discussions, and role-playing also improve vocabulary and language development. While some teachers feel unprepared, those with specialized training effectively integrate general English language teaching with special education techniques.

English language teaching for visually impaired students (VIS) presents significant challenges, including a lack of teacher training, limited resources, and inadequate instructional strategies. Many educators struggle with teaching key language skills due to insufficient training in inclusive education, while schools often lack assistive technologies and appropriate materials. VIS students face vocabulary limitations, require more time for independent learning, and struggle without visual aids, necessitating alternative methods like auditory and e-text strategies. Additional challenges include classroom distractions, low student motivation, and limited family support. The absence of inclusive curricula and accessible learning resources further hinders their progress. Teachers also face difficulties with time management, student behavior, and classroom diversity, while VIS students struggle with activities requiring visual input. The limitations of the Braille system and insufficient proficiency in Braille add to these difficulties. These challenges emphasize the need for improved teacher training, specialized resources, and a more inclusive approach to English language instruction for visually impaired students.

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