

Challenges and prospects of teaching English to the children with low visual impairment in

Special schools of Dhaka

By

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all the main sources of help.

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Student ID

Approval

This thesis Titled “Challenges and Prospects of teaching English to the children with low visual in special schools of Dhaka” submitted by Nishat Binta Halim (19103043) Of Spring 19 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English.

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Ethical Statement

This dissertation is being done by abiding every the rule of ethical instructions. To ensure ethical value a consent form (kindly check Appendix B) was given to every part takers before the interviews were taken for collecting data.

Abstract

The rate of dropping people with lower vision has decreased by 35% over 20 years according to the article of "The Business Standard ". Though the rate is decreasing, the rate of educating these people is not increasing at the same speed. Because of not belonging to an enriched background, they are not being able to receive education. Besides, both parents and learners do not have much knowledge about educational institutes for children with lower visual impairments. Also the teachers face different challenges to teach their learners as this system of education is a bit different from the normal one. Because of being least promising topics in our Country to discuss, I have chosen this one to pursue my thesis. Again my paper will bring light to develop the system of education of the learners with lower visual impairments and not only this it would be beneficial to the teachers, policy makers and of course to the learners.

To go on with this paper, qualitative method has been operated to know about the materials and activities which have been used to teach these learners. All this information has helped to enrich my paper with the information about the challenges and prospects of teaching the learners.

Keywords: Challenges, Difficulties, Overcome, lower visual impairments, lack of knowledge;

Dedication

This valuable paper of mine is dedicated to my hard work and those sleepless nights which helped me to gather each word of this paper. I have never imagined that it would be this much difficult to hold the nerve for this long period of time. My heart fills with happiness as I was patient enough to complete this paper abiding by all the rules. My heart will always remain thankful to my Baba for always being there for me. Besides, Ammu, I will always be grateful for your kind support and love. In the end, my beloved Ashik Mahmud who has shown how a friend should stand for another friend. I will remain thankful to all three of you for being this much kind to me during this long period of time.

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In the very beginning, each of my greetings is bound to be thankful to the all-powerful Allah for being so merciful to bless me with this beautiful life. Though life is full of struggles, he has provided me the strength to overcome all of them. Also I would remain grateful to my almighty as he has blessed me with the most wonderful parents who are always there for me in my difficulties.

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Chapter 1

Introduction

Children with low visual impairment have a different system of education which is known as Braille system. This Braille system is considered to be the way of writing for the learners who are partially blind or dealing with lower visual impairments. General people sometimes make mistakes by considering it as a language but it is not a language. It is a system of code by which different languages can be written or read. Languages like- English, Chinese, Arabic and so on can be used in the system of Braille. Learners with low vision use this system through their touch and learn to read and write.

1.1 Braille System and its invention

This system is created with the help of dots which are considered to be the symbols of alphabets and along with that they are also used to represent the punctuations and others. These alphabets are arranged in units of space which are known as Braille cells. These cells are made up with six dots which are kept in two parallel lines and each of these lines consists of three dots. To know the position of these dots, one needs to go through the numbers from one to six. By using one or more than that, one can make 64 combinations. Even through these combinations one can represent the numbers, punctuations or letters.

This special system of education for the learners with lower vision was introduced by Louis Braille who was a French educator. Along with being an educator, he was a well known musician and keyboardist. He had understood the importance of achieving knowledge for the blind people as he was also dealing with blindness from his childhood. Braille had lost the vision of his right eye at the age of three while playing with a sharp object in his father's shop. In spite of being blind due to his merit, he received a scholarship to join National Institute for Blind for Blind children in 1819 in Paris and there he used to give education there till 1826. He had gained the knowledge of academic and also vocational skills. During that time he came to know Mr. Charles Barbier who was doing an exhibition for the blind people where he had shown a message written on a cardboard with the help of dots by using phonetic sounds. People with lower vision could decode these dots up to 12 combinations to identify various types of sounds. This way of writing caught Braille's eyes. Eventually he became interested in the process of

reading and writing of the blind children. Braille began to do research to make the process easier as it seemed quite complicated. He worked on that for almost three years which was from the age 12 to 15. Instead of using the sounds like Barbier, he used a combination of letters. He had raised the combination to 64 symbols from 6 dots to express different letters and punctuation marks. For the recognition and to make people familiar with his works he had published some of his books which are- Music and Plain Songs by Means of dots for use by the Blind and Arrange for them and Method of Writing Words. He had also worked as a teacher in National Institute of Blinds after completing his education there. On January 6th, 1852, he took his last breath in Paris.

1.2 Importance of Braille system

This special system of education is being used in different languages in different countries. Bangladesh is one of those countries which are using the Braille system to help the learners with lower vision to be educated. This system of education is important as it is the only method of teaching by which learners can easily learn all the subjects. According to the article named “Education for Blind Children of Bangladesh”, there are almost 50,000 children with lower visual impairments. Most of these children belong to the lower class families with less facility. But the government is trying to provide education to these children by using the Braille system. To make it easier NCTB (The National Curriculum and Textbook Board) has begun to produce books and began to hand them over to the children in 2016.

This system of education has caught my eyes as it is different from the regular one which is the reason I have chosen to work on a topic which is related to this. In my paper I have tried to bring out the challenges which are faced by the teachers while teaching the learners with lower vision and the ways they follow to overcome them. Besides this research paper will bring out the challenges and prospects that the teachers along with the students face while learning. To gather knowledge about this system I have visited a school which serves education to the learners with lower visual impairment. During my visit, I interviewed some of the teachers of that school. They have been asked about the methods they use to teach the learners. They have been told to know the process they follow which makes the lesson easier. Even what kind of textbooks and documents they find helpful for them are also told to show during the interview. They have been asked to show the activities which are being done during their teaching session. The primary

point of this dissertation is to talk about the challenges and prospects of the teachers while teaching the learners with lower vision along with the ways make them easier to overcome these challenges,

To continue my research study, I have followed qualitative methods as this method seemed to me as the most useful way to gather information regarding this matter in a wider range. To ensure this method I have taken interviews of the teachers who are 3 in numbers. I have asked them several questions regarding the prospects and challenges while teaching them and also how they overcome these challenges to make it beneficial for the learners.

1.3 Background Context

Braille is considered to be the system of learning reading and writing for the learners who are dealing with blindness or lower vision. It is the most used format of teaching them. As English is not our mother tongue, it might be difficult for the learners of our country with lower vision to study this subject. In this study, “Challenges and prospects of Teaching English to the Children with lower visual impairments in special schools of Dhaka”, I have tried to highlight these difficulties of the teachers during the period of their teaching. To find my resources, I have chosen teachers of a school where this Braille system is used to teach English. To complete my thesis, I have chosen this topic as these special needs children do not have as many opportunities to learn English like the normal ones. This is the reason of mine for choosing this topic regarding the challenges and prospects of teaching English to these special needs children. I have also come to know what kind of challenges they are facing while teaching them and how these learners will be benefited by achieving them. It has also served me a clear view of achieving four skills through different activities and steps which are taken by the teachers to make it easier for the learners. They have also focused on cognitive skills.

In this study, the basic aspiration of this paper is to highlight the difficulties while the teacher teaches them and help the learners to make it easier to learn them.

Chapter 2

Literature Review

2.1. Finding the difference between lower vision and blindness

This paper talks about the challenges and prospects of the learners with lower visual impairments in learning English. It also shares a glimpse of the struggles and difficulties which the teachers face when teaching the learners and shows the ways to overcome them. Earlier we have talked about how the Braille system is introduced as a learning method of the learners with lower visual impairments. There is a slight difference in the education of the visual impairments as there are two categories of visual impairments. One is blindness and the other one is low vision.

According to Mandal (2003), blindness occurs when visual acuity becomes worse than 20/400 with the best possible ways or the field of visual acuity is less than 10 degrees or less than that. On the other hand, according to Slavin (2009:28) lower vision is something where the vision stays between 20/70 and 20/400 with the best possible way or the field of the visual way is about 20 degrees or less than that. According to Nielsen's statement, the people who are visually impaired or dealing with lower visual impairments are at total loss as the Braille System or the method of using audio records does not make the learning process easy for them. Even on the basis of Semioes's statement, "the institutes for higher education (HEI) are told to provide necessary support and told to take the steps which are necessary not only for normal students but also for exclusive English Language Learning Environment to ensure the true goal of education".

2.2. Teachers need to give special Trainings

On the basis of the information of Sacks and Silberman (1998), it is important to know about the impact of this vision lost in the learner's life before getting into any teaching procedure. This can only be observed carefully by the teacher who is going to teach the learners. To know about these facts, the teacher must need to be trained about these facts. According to the study of Sandra Lewis (2010), "there is a variation invariation in the roles of the educators and this is why they need to be trained and their perceptions should be added to the list of importance". During my interview with the participants, I have come to know from participants -1 that special training is given to them before joining the school. Due to this training they can easily know about the

Braille system and its procedure. Even during this training they get familiar with tools and materials which are used while teaching them. As the teachers use different technologies like-audios and computers to teach the learners, it is important to know how to operate these digital technologies and for all of these training is required for the teachers.

2.3. Disabilities and methods to overcome them

To teach the students, a teacher must be able to apply the use of technologies in the classroom. As this is the time of technologies, teachers must engage their students with disabilities with these technologies to keep them stable with the normal learners. According to Nikolev, “the computer must be launched with a didactic approach based on communicative English for the learners with lower visual impairments”. Even authors like- Choudhary, A. and Kulkarni have found it worthy to combine the knowledge of Braille system with the knowledge of digital technologies to make it easier for the learners to learn English language. According to Inga, a teacher must gain the knowledge of using technologies in the classroom to create an environment of learning for the children, youth and adults with disabilities and this refers to educational innovative impact.

Not only lower vision, the learners have to deal but also other disabilities like- less development in brain or lack of communicating and cognitive skill due to this lower vision is also seen. According to Bishop (1996), “learner’s cognitive and linguistic development is hampered because of the lower visual impairment”. This is why a teacher must need to be trained to overcome all these shortcomings while teaching these learners. Even to meet up the need according to the learners’ situation. From my participants’ statements, I have come to know that memories play a great role while teaching them as the learners are unable or slightly able to see. To memorize them, the teachers use different kinds of audio and verbal descriptions. They also take the help of repetition to make sure they have learnt or memorized the tasks. In case of verbal description, a teacher must clarify all the instructions of a task clearly to the learners by explaining it again and again. From Adey et.al (1999), we have come to know that the materials of teaching strategy like- structure, system, methods, techniques and procedure which is employed through teacher’s clear instruction. Besides, the touching method is more useful than the verbal description as sometimes the learners fail to memorize the things easily.

2.3.1. Tactile expression

According to Evans et.al (2003), a teaching strategy can be divided into two parts. One contains discussion and the other one is to experimental study. This is why tactile or touching methods can easily help them to make an image in their mind. As learners with lower visual impairments or learners who are blind can have other disabilities, they cannot understand only through the repetition or explanation of an object. Sometimes they need to touch or feel the object understand it in a better way. According to Smith (1998), “Learners with lower visual impairment or learners who are blind, must have the opportunity to feel the description of the object by touching it as a part of action”.

On the basis of the description of Miles (1999), “Learners who are blind or have lower sight need to have the chance to express themselves with their fellow classmates through mutual tactile expressions”.

2.3.2. Team work as learning method

Not only the strategy of tactile expression but also the term “teamwork” is also required for these learners. Learners must learn to study or work in a team. From my interview session with the participants, I have come to know that they let the learners share their feelings with each other and along with that they let them to work in team like- solving questions or playing together. According to Silberman, Sacks and Wolf (1998), “Team work is needed along with variation in team members which will help to contribute different experiences, knowledge and ideas in that team”. This team must not be required only for the learners. The teacher, guardians who are not having any disabilities must be added to these groups.

As from the interview, we have come to know that the teachers sometimes include the guardians to join them to understand the tasks of the classroom and ask them to make the learners practice at home. According to Downing (2002), “The idea about all the members must include the classmates along with the family members who do not have the disabilities”. Besides team work helps both of the learners and teachers to have mutual respect for each other.

2.3.3. Treating all learners equally

As the learners with lower visual impairments can slightly see or some of them cannot, they are sometimes treated differently. Even though these learners need to be treated like the normal children or need to have more opportunities than the regular learners. Here Mulenga (2007) says, “Learners with slight visual ability or blind are the same as the regular learners and this is why teachers must avoid treating them differently. Besides these learners need to be praised and shown affection towards them for their progress”.

2.3.4. Disabilities as a barrier in learning

As from our findings through the interviews of our participants, we have come to know that some of the learners with lower visual impairment not only deal with sight issues but also have to deal with other disabilities along with the cognitive and linguistic problems. These learners need extra care and attention from the teachers while in the classroom. To make this procedure easy, teachers can take the help of educational and assistive technologies to teach the learners. According to Webster and Roe (1998), “Instructors need to know about the educational assistive technologies and services to help their learners to achieve progress in their academic sector”.

2.3.5. Learning Basic Fields of Language and Braille system

To make progress in the academic sector, a learner must need to have skills in the four basic fields to convey a language which are reading, writing, speaking and listening. From my interview I have learned that teachers use different methods for developing the basic skills to read, write, listen and speak.

Most of the time while improving their reading and speaking skill, teachers do not only have to give importance to teaching the grammatical rules of that language but also the process of overlaying that knowledge according to Braille rules and codes. According to Emerson, Holbrook and D Andrea (2009), the teachers of lower visual impairments help their learners to learn the knowledge of the spelling and the grammatical rules of a language and then help them to convert them into the Braille codes and their rules. Not only this, students are encouraged to read Braille dots so that they can understand the meaning by touching these dots according to Massof (2009). Cooper and Nichols (2007) state that a single dot can carry the whole meaning of

a word and this is why the teachers make their students know the process of overlaying the general knowledge into the Braille system.

2.3.6. Reading skill& speaking skill

Even teachers apply different kinds of strategies to improve their reading skills to improve their knowledge of English. One of the most common strategies is storybook knowledge. According to Doyle and Bramwell (2006), “a storybook based knowledge is the process where it shows the ability to convey learning through storytelling. In this method after reading the story, learners are encouraged to play the characters of the story as a part of role play”. According to Mandal (2013), the process of reading skill of a subject is very difficult for the learners with lower visual impairments. Even according to Hugo (2010) it is said that most of the teachers engage in play based activities while teaching their learners reading skills as it plays a role in cognitive development. While teaching reading, teachers try to possess important concepts, skills and facts of a particular subject according to the level of the learners and it is said by Koehler and Mishra (2009).

2.3.7. Listening skill & writing skill

To teach the alphabet, the teachers must accept different ways to make it easier for them. According to Johnston et al. (2008) alphabet knowledge is the ability to recognize letters with the help of sounds and to be able to match them. This also includes the knowledge of the learners at their primary stage to identify letters by listening to the particular sounds. Even objects can be another way to make them familiar with the letters.

Lewis and Iselin (2002) has given a solution to give the learners a firsthand experience about the alphabets by asking the teachers to use a six-intended muffin pan and six tennis balls or a half dozen egg boxes and six golf balls as a model of cell from which the letters are formed and this will help the learners with lower visual impairments. During my visit to that school, I have witnessed through my participants these kinds of materials like- marbles, balls and so on to teach the learners to write the alphabet or to create words with the help of these.

2.3.8. Importance of a friendly environment

From the interview with the participants, we have come to know that a friendly environment is needed for the special learners to engage themselves into various activities and to create this environment teachers follow different strategies like- fun games, singing, role play and so on. While teaching the learners with lower vision, the teacher sometimes faces problems and challenges which take place in various learning environments. These obstacles make a boundary for the learners to learn more to achieve the basic goal of education according to the information on Inga. To improve English Language Learning, it is needed for the learners to bring new methodological strategies for the teaching-learning process of language development on the basis of Kocyigit's information. Even creating a road map can be helpful for a teacher to make progress while teaching language more effectively in a traditional and virtual environment. On the basis of Philips et al. (2008) statement, "a friendly environment should be added to make it a source of various learning centers". In this educational environment places like- library, corners added with different themes, corners to write and to learn art and play different roles should be added to make the learners more interested to learn. Along with that phonological awareness can make a great impact for the learners with lower visual impairments. According to Bester et al.(2019), "learners can improve their phonological awareness through singing songs, reciting poems and reading and listening to stories".

Even in these activities, the identification of sounds and making practice with syllables can be a great way to learn.

Chapter3

Methodology

To pursue my research on this topic, I have been following the method of qualitative research which refers to the type that surveys and expresses deeper knowledge about the practical problems. This process is not about collecting data or numbers on a particular topic rather it explores more by gathering information about the experiences and behavior of the participants along with their perceptions. Besides it brings out the answers of the questions like- why, how but in a wider manner.

3.1 Qualitative Research

A research paper can be constructed fully with the help of qualitative research or it can also be a part of the mixture of both of quantitative and qualitative research techniques. According to Cleland J.A., “Qualitative research at its core, asks open-ended questions whose answers are not easily put into numbers such as ‘how’ and ‘why’. As there are questions like why and how, a qualitative research method cannot be conducted in a numeric way which is much more different from the way of quantitative research method. Even Foley G and Timonen V have stated that one of the biggest strengths of qualitative research is it is able to express the process and patterns of human behavior more accurately rather than the quantitative way as it is difficult to qualify human behavior and psychology.

This term of research method allows people to express themselves which include their experiences, behavior along with their attitude. Even they can give justification to their answers by responding to the questions like-why and how. This human behavior and human psychology is not possible to express through the method of quantitative research.

3.2. Reasons behind adapting this method

For the groundwork, I have chosen the method of qualitative research as it would help me to find out the goal of my paper which is to know about the challenges and prospects of teaching the learners with visual impairment. Besides, I would be able to know how the teachers overcome these difficulties along with the methods and materials which are used to make the teaching procedure easy. As a qualitative research method deals with the surveys and expressions of the participants and also helps to gather knowledge about the idea of the experiences of the participants, this method would make it easy for me to collect information for my research paper. This is the reason I have chosen this method of research to bring out in light the responses of my questions regarding what and how. Besides this method is much suitable for my paper as it would allow me to gather much information by asking questions to the participants. Again I would be able to observe their behavioral perspectives easily along with the methods and tools which they use to make the learning procedure easier and also to overcome their difficulties.

3.3. Participants

To collect my data, I have chosen teachers as my participants. For my research purpose I have talked to the teachers who are experienced in teaching the learners with lower visual impairments. Participants have been involved with the Braille education system for a very long time. They have been given training on the Braille system and to learn the other ways of teaching the learners with lower vision. One of my participants is dealing with blindness by herself and this is the reason she has the idea of the Braille system from the earlier stage of her life. All three of my participants have given their statements willingly and to prove their statements, they have signed a consent form. During my interview, I have asked several questions related to my research topic “Challenges and prospects of teaching English to the children with low visual impairments in special schools in Dhaka”. During the interview I have asked several questions to the teachers to know about the difficulties and the ways to overcome them. Besides, they have shared their experiences about the ways to overcome these difficulties by using several methods and techniques.

Each of my participants talked separately while conducting the interview. They have been very friendly during the interview as they have shared their experiences with me. They have been given the question paper and a consent form as a proof of their willingness to answer them.

3.4. Data collection procedure and Research Tool

I have used interviews to collect data as my research tool. As I have to collect data from the teachers, I have had a visit to their school by myself. Before going to the school practically, I have sent an email to the authority of the school regarding my wish to talk about the Braille system and how it works to teach the learners with lower vision. Besides, I had talked with one of the members of their office over the phone about the procedure. They had asked me to give an application with the signature of my supervisor. On the day of my visit to the school I have carried the application with me and have received my approval for taking interviews with the teachers.

I have talked to three of their experienced teachers and asked for their approval to give the question and answer session. All of my participants were friendly and have signed into the consent form to give an interview willingly. I have asked them nearly 12 questions and they have

been told to answer whichever they feel comfortable to answer. They have not only answered my questions but also showed me the way their educational system works. They have shown me the materials and tools which are used to teach the learners. I have observed the process of teaching them as they have shown how the materials and techniques are applied to teach the learners with low visual impairments to me. Again this interview has worked as a tool for me as it has cleared doubts I had regarding this process of teaching.

Chapter 4

4.1 Analyzing data

With the permission of my participants, I have recorded the data while receiving the interview. After completing the discussion session with participants, I have collected three of the audio files of my participants and these audio files were thematically analyzed as this seemed to be the perfect way to analyze the data. Due to thematically analyzing, I have been able to find out the actual difficulties which teachers have been facing for a very long time. Also I have been able to gather knowledge about the ways to overcome them and how they are applying the solutions to overcome them. Teachers have expressed how tactile expressions are playing a vital part while teaching the learners with lower vision. Also they have shared how they deal with the learners who have other disabilities and how they involve the guardians and other classmates as a part of their team. At the beginning, the teachers were asked to introduce themselves and if they had received any kind of training before joining the school. Two of my participants have agreed to have the training and other participants did not need any sort of training as she is blind. Also she had completed her education in the Braille system. On the basis of the study of Sandra Lewis (2010), “there is a variation in the roles of the educators and this is why they need to be trained and their perceptions should be added to the list of importance”.

Secondly, they were asked if they had felt the importance of learning English for special children and according to them, what kind of prospects there were for the learners. My participant-1 and 2 have shared their thoughts about how English can help the learners in higher studies and how it will create an impact on job sectors. Participant-3 has also answered the same regarding this question..Again on the basis of Semioes’s statement, “the institutes for higher education (HEI) are told to provide necessary support and told to take the steps which are

necessary not only for normal students but also for exclusive English Language Learning Environment to ensure the true goal of education”.

Thirdly, the participants were asked about the differences of teaching systems between the regular one and the one for lower visual impairments along with the name of the system. My participant-1 has explained the Braille system by saying, “to teach the learners with lower visual impairments we use the system which is known as Braille system. Braille is the only education system which is required for the learners with lower visual impairment. This system is made up with six dots like- 1,2,3,4,5, 6. These six dots help them to learn English along with Bengali and ahhh.....” From her explanation I have come to know that Braille is the system which is used for the learners with lower vision and it is the combination of six dots and three dots that help to understand and create the formation of alphabets. My two other participants- participants 2 and participant 3 have also explained the system in a similar way. Even from our resources of Cooper and Nichols (2007) which states that a single dot can carry the whole meaning of a word and this is why the teachers make their students know the process of overlaying the general knowledge into the Braille system.

My next question was about the materials which are being used to teach the learners. The participants were asked if they had been using any materials to teach the learners. All three of my participants have agreed about using materials like- books, audio, marbles and so on. From Lewis and Iselin (2002) suggestion to give the learners a firsthand experience about the alphabets by asking the teachers to use a six-intended muffin pan and six tennis balls or a half dozen egg boxes and six golf balls as a model of cell from which the letters are formed and this will help the learners with lower visual impairments. During my visit to that school, I have witnessed through my participants these kinds of materials like- marbles, balls and so on to teach the learners to write the alphabet or to create words with the help of these. Also they use the method of tactile or touching objects as a tool to teach the learners. Sometimes they need to touch or feel the object understand it in a better way.

Next the participants were asked about the books which they use while teaching. They had been asked if these books were provided by the government. All three of them have agreed that those books are provided by the government. Also all the schools which are for the learners with lower

vision use the same books provided by the NCTB. But my participant-1 has added that they provide extra sheets and books like- General knowledge to make an extra help for the learners.

Again, they were asked if they face any kind of difficulties while teaching them and they could talk about them. My participant-1 has shared that the learners with lower vision not only have vision problems but also they have to deal with other disabilities. This is why they use different ways to teach them. As the students are not able or slightly able to see, the teachers have to include the parents or fellow classmates to work as a team to teach them in an easier way. Also they were asked if they had faced any environmental, political or administrative problems. All three of my participants have replied that they have not faced any sort of problems like that. Even the environment of their institution is good enough and a good environment is needed for the learners. According to Downing (2002), "The idea about all the members must include the classmates along with the family members who do not have the disabilities". According to my participants, a good environment is needed for the learners to learn in a better way. A good environment can help the learners to learn the four skills of language easily.

After that my participants were asked about the method of teaching the basic four skills which are- reading, writing, listening and speaking. Participant-1 has replied to this question by saying that students are told to repeat after them and this process of memorizing helps them to improve their listening and speaking skill. According to Doyle and Bramwell (2006), "a storybook based knowledge is the process where it shows the ability to convey learning through storytelling. In this method after reading the story, learners are encouraged to play the characters of the story as a part of role play". According to Mandal (2013), the process of reading skill of a subject is very difficult for the learners with lower visual impairments.

In the case of reading and writing skills they use a Braille system where the learners use the dots to read and write something. According to Johnston et al. (2008) alphabet knowledge is the ability to recognize letters with the help of sounds and to be able to match them. This also includes the knowledge of the learners at their primary stage to identify letters by listening to the particular sounds. Even objects can be another way to make them familiar with the letters. Lewis and Iselin (2002) has given a solution to give the learners a firsthand experience about the alphabets by asking the teachers to use a six-intended muffin pan and six tennis balls or a half dozen egg boxes and six golf balls as a model of cell from which the letters are formed and this

will help the learners with lower visual impairments. During my visit to that school, I have witnessed through my participants these kinds of materials like- marbles, balls and so on to teach the learners to write the alphabet or to create words with the help of these.

4.2 Ethical Value

The sessions of taking interviews of the teachers have been ended by following the perceptions of performing a research. All the part takers have agreed the consent form willingly and they have been told to answer those questions which they want to. Also all the participants have given the interview separately and have been assured that their introduction will not be revealed during this process of the paper.

Chapter 5

Conclusion

This paper titled “Challenges and prospects of teaching English to the children with low visual impairments in special schools in Dhaka” talks about the challenges and difficulties that teachers face while teaching the learners and also shows the ways to overcome these difficulties. In my paper, I have chosen the method of qualitative research to collect the relevant data to my sources. I have taken interviews with three of the teachers who teach to the learners with lower vision. I have asked them some questions related to the topic and tried to find out what kind of challenges they face while they teach the learners with visual impairments and how they overcome them. From my findings I have come to know that teachers are given training before joining these special schools. They are being taught the Braille system to teach the learners to read and write. Besides they take help of the technologies along with various materials like- audios, balls, tactic method and so on to teach the learners practically. Even they take the help of the guardians who do not have these kinds of physical problems so that they can teach the learners at home. Also teachers have given some recommendations to make the process of teaching much easier and

helpful for them. In the end I can say that this paper will enlighten the process of teaching the learners with lower vision by letting the general learners to know about the process and how it works. Besides taking the recommendations of the teachers, the authority can take initiative steps to make the process easier.

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Appendix A

Interview of Leya Antara Baroi

DU	Participants	Questions and answers	Codes / Themes
1	I	<p>Apnar mulloban somoy debar jonno dhonnobad. Ajker interview te special bacchader poranor somoy j dhoroner challenges and prospects apnara somukkhin hon se somporke apanke kichu proshner uttor dite hobe. Amar prothom proshno apnar porichoy somporke. Apni jodi apnar porichoytaektu bolten. (Thank you for giving your precious time. During this interview, you would have to give response to several questions which are related to the challenges and prospects of teaching English to these special children. My first question is regarding the introduction. Can you please introduce yourself ?</p>	
2	Leya Antara Baroi	<p>Apanke o dhonnobad. Ami Leya Antara Baroi ebong ami Baptist Mission Integrated School r vice principal hisabe kormoroto achi. (Thanks to you too. I am Leya Antara Baroi and I am working as the vice principal of Baptist Mission Integrated School.)</p>	
3	I	<p>Apni kindly apnar educational qualification ta Jodi share korten sathe apnar medium of education. Apni ki kono dhorkorner trainings niyechilen? Apnar ki kono dhorner teaching experience ache ? (Can you please share your educational qualification along with the medium of you educational background? What Kind of teacher training you have, What kind of teaching experience you have?)</p>	
4	Leya Antara	<p>Ami Biochemistry te masters korechi sei songe amar</p>	

	Baroi	B.ed M.ed kora. Hae amra jokhon prothom ei protisthane jog dei tarpore eita baddhotamulok jhetu amader special students ache tader j podhoti Braille seita prottekei training nite hobe. Training niye seta shikhe pashapashi tader shikhate hobe. (I have completed my masters degree in Biochemistry along with that I have the degree of B.ed and M.ed. When we join this institution at the beginning, it is mandatory for us as we have special children here whose educational system is known as Braille, which is learnt from the training we get at the beginning. Each of us have to have this training to learn the system along with that we have to deliver it to the learners)	
5	I	Apnar ki mone hoe special children der English shikha onk joruri? Apnar mote er prospects ki? (How do you feel about the importance of learning English for special children? What are the prospects?)	
6	Leya Antara Baroi	Aaaa... hae amar mone hoe amra jara regular students acho tar pashapashi oder oEnglish shekha joruri Amader onek student ache jara ekhan theke pass kore giyeche, S.S.C pass kore giyeche. Tara kintu onekei boro boro protisthanei kaj korche jemon- BRAC, NGO. Tader moddhe oneki ache nijeder NGO ache.Echarao amader ekhan theke jara porashuna kore jae, tara kintu bibhinno university te jay porar jonno Tai English ta Jodi tara bhalo jane tader jemon higher education r jonno subidha hoe temni tader j protibondhokota ache setao kintu tader confidence ummm..ta barae. Chakri khetre ba j kono jaega te houk tader world a first priority eitai.j kono jaega tei amra kintu English ta k pradhanno dei Matribhasa Bangla jai boli na keno English ta k amra pradhanno dei ,	

		<p>eita sotti kotha.Sei khetre ader sei confidence tat hake tara tader protibondhokota par hoye thake. (Aaa.. yes I think it's necessary to learn English for special children like regular students. We have many students who have graduated from our institution. After completing S.S.C, they are working in different kinds of renowned institutes-Banks, NGO. Even we have this kind of students who have their own NGO as they are special children with lower visual impairments. Along with that learners who have studied here have enrolled themselves into the universities for higher education. For this I want to say if they know English well , it becomes helpful for their higher education as well as the barrier they have which is known as lower version ummm... enhances their confidence. It is helpful in the job sector or any other sector as English is a must needed in any sector. Besides it is the first language in the world, it is given the priority though Bengali is our mother tongue. This is why if they learn English, they get the confidence uuu...they can overcome their barrier.)</p>	
7	I	<p>Apnar ki monehoe English shikhanor bepar r eita ki normal student der theke different? (What do you think about teaching English to the learners with low visual impairment? Is it different from teaching English to the students?)</p>	
8	Leya Antara Baroi	<p>Hae eita regular student der theke different. (yes,it is different from the regular one)</p>	
9	I	<p>Students k poranor jonno apnara kon dhorer poddhoti bebohar kore thaken? Kivabe panara students k English poriyer thaken? (What kind of system do you use to teach your students? Can you please explain how you teach</p>	

		English to the students?)	
10	Leya Antara Baroi	<p>Dristy protibondhi shikhartider poranor jonno amea Braille system behobar kore thaki. Braille poddhoti ta ashole jara dristy protibondhi tader jonno ekmatro shikkhar poddhoti ekta. Eita r choyta dot ache 1, 2, 3, 4, 4, 6. Ei choyta dot r moddhei ora Bangla ta ora shikhe , English tao ebong ahhh... gonit jeta setao ora shikhe ebong ummm... bibhinno dhoroner ache setao ora shikhe mane explain aa... A Jodi dhoren, English alphabet Jodi A hoe tahole seta aaa....dot 1, 1 dot A othoba 1,2 B. Eirokom vabei kintu bibhinno dot r sathe dot miliye ek ekta borno toiri kore seta Bangla r jonno,English r jonno ar mathematics r jonno. Evabe kintu toiri kora shikhe borno, tarpor kintu ora dhire dhire shobdho toiri kora shihe. Kintu sorboprothom aaa...oder j six dots ache seita shikhte hoe, ei six dots r j parthokko seita shikhte hoe prathomikvabe . Tarpor tara dhire dhire borno shikhe. (To teach the learners with lower visual impairments we use the system which is known as Braille system. Braille is the only education system which is required for the learners with lower visual impairment. This system is made up with six dots like- 1,2,3,4,5,6. These six dots help them to learn English along with Bangla and ahhh...mathematics and it has umm ...different kinds which means explain aaaa...1.A or 1,2 B like this, one dot gets together with the other one. Combination of different dots creates different alphabets and it is applicable for both English , Bangla and mathematics. Aaa..so first they learn the alphabets of English, each and every alphabet is being learnt, then they gradually learn to make words. But before that at</p>	

		<p>first aa...they have to learn their six dots and how these dots are different from each other are taught primarily. Then slowly they learn the alphabets.)</p>	
11	I	<p>Apnara kon dhorner materials use kore thaken? Apni boi, audio, video ba ono j konomaterials r bepar a kotha bolte paren. (What kind of teaching materials are used? You can talk about textbooks, audios, videos or any other materials.)</p>	
12	Leya Antara Baroi	<p>Aaa..amader ekhane dristy protibondhi shishu jokhon prothom ashe tokhon ytader onek dhoroner material thake jemon prothomobosthae tader haater gothon, sporsho jeta seta tader k practice korano hoe jeno norom hoe ummm..., sob kichu te tara jeno thikvabe jeno dhorte pare, dhorlei jeno tara bujhate pare. Ei dhoroner j bishoy gulo jemon choto choto ghor thake, ghore guti boshano thake eita r ekta proti ta ghor sporsho kore bujhate parche, six dot gula j bujhbe prothom obosthae marble six dot gula jvabe boshano hobe sevabe marble diye amra bujhai jhetu marble gula uchu boroora jate sporsho kore khub sohojei bujhe sei six dot jeta jetar maddhome se porbe seta jeno se upolobdhi kore . Tar pore choto choto pin diye sporsho korai karon sob jaegay to se boro pabe na tokhon ta k kintu bishesh kore likhae jkhon se likhbe dot gula dibe raise dot sei gula se jokhon bujhbe . Tarpur bibhinno folplastic r j fol paoa jae seigula kine tader kintu amra ki rokom se fol gula shape ta ki rokom, kathal ga te kata kata ba ei rokom jemon komolalebu seita j dui dike chapa thik ashole kemon seigula. Abar dhoren jemeti r j shape gula triangle, square ei shape gula kintu amader ache. Prothom obosthae kintu amra sob chuye chuye shikhai deakhai. Tarpur kintu amra likhate jai. (</p>	

		<p>Aaa... at the very beginning when a child with lower visual impairment enrolls into our school, you have already seen into our other classes, we use different kinds of materials. We have aaa... different kinds of materials. At first the structure of their hands is being used and for their ability to touch is important. We try to make them practice if their hands are soft or umm... they can touch everything properly or at the moment they touch, they can understand what they have touched. All these things are being taught. Like- we have different types of boards with dots, we engage them to organize these dots by using their touch. Then umm.. to understand the six dots, firstly we give them marbles to understand the orientation of the six dots. It helps them to understand as the marbles are higher and bigger than the actual sizes of the dots. It helps them to easily learn the six dots which would be used in their actual learning process. Then different small pins are used to learn the dots as they will not have big dots everywhere. Different artificial fruits like- jackfruit , orange are used to teach them the physical structure of them. Even geometrical shapes like- triangle, rectangular all these are taught with the help of their touch.)</p>	
13	I	<p>Ei boi gula ki government theke provide kora hoe ar sob school a e ki same boi bebohar kora hoe? (Are these books provided by the government and are these used in all the schools for the students with some kind of lower visual impairment?)</p>	
14	Leya Antara Baroi	<p>Prothom dikechilo na kintu government besh koek bochor dhore ekhon jeta NCTB r dara eigualamra pai. Hae sob school e ek e. Board boi j rokom NCTB r ek e</p>	

		<p>system a ek e. Choto class r jonno amra general science r boi provide kori amader ei khane Braille compose machine ache se khane print kore amra provide kori choto sizer boi gulo ahsol.(We did not have books for them in earlier stage, but recently, for several years, government is providing books for them and these books are designed by the NCTB. Yes, every blind schools have the same books. But we provide books for the learners of lower classes from our own as we do not get books on general science from the government. We have Braille composed machine, we can easily compose the books which are smaller in size.)</p>	
15	I	<p>Apnara kon kon dhorer badhar somukkhin hoye thaken dristyprotibondhi students poranor somoy? (What kind of challenges do you face while teaching English to the learners with lower visual impairment?)</p>	
16	Leya Antora Baroi	<p>Jhetu amader sob student ek dhorer hoe na . Karo karo shudhu dristy protibondhokota, karo r ba dristyjonito somossa sathe buddhir ghati royeche. Abar onek r ek e sathe manoshik saririk somossa royeche. Jokhon ei dhorer students ek e class r hoe tokhon poranor khetre jar shudhu dristy jonito somossa ta k kintu shudhu ami besh sohojei porata korate parchi ba j kono kichu likhate parchi. Kintu jokhon onno somossa o thake tokhon ta k lesson ta dite hobe se jeno nite pare se vabe dite hobe. Eita amader jonno difficult hoye jae . Tpbuo amra chesta kori alada vabe tar capability r upor depend kore lesson dite. (All of our students are not. Some have only the problem of lower vision or some have lower vision along with the problem of lower IQ. Even some have all of these along with physical problems. All these problems</p>	

		are related to each other. When these kinds of students attend the same grade, it becomes very hard to us to teach. The learner with only lower vision is easier for us to teach than the learners with other problems. But we try to teach them separately on the basis of their capability.)	
17	I	Apnara Environmental, proshashonik abr political kon kon dhorner problem face koren? (What kind of challenges do you face related to the teaching environment, policies, logistics, administration?)	
18	Leya Antara Baroi	Aaa... administrative problem khub beshi amra face kori na jhetu amader school ta shuru thekei dristy protibondhi der jonno. Porobortite amra normal student der jonno section korechi ei student der support korar jonno. Ar environmental problem amra face kori na jhetu amra shuru thekei ei bepar a careful.(Aaaa... We do not face administrative problems that much as our school is built for the students with lower vision from the very beginning. Then we have opened a section for the normal learners as well to support the special children. But environmental problems we have not faced yet as from the very beginning we have taken care of this issue.)	
19	I	Basic four skills-reading, writing, listening and speaking shikhanor jonno kon kon dhorer method apnara bebohar kore thaken? (What kind of teaching method is used to teach them the four skills-reading, writing, listening and speaking?)	
20	Leya Antara Baroi	Aaa.. amra bobhinno dhorer practical elements jgulo dots diye toiri sei gulo bebohar korilikhar khetre ar audio bebohar kori listening r khetre. Abar bar bar repeating r maddhome oder diye repeat kornor maddhome oder	

		speaking r listening skill improve kore thaki. (Aaaa... for writing we use practical elements like different tools which are made with dots. Learners try to arrange them. Then we have audios as well as repetition of our lecture which is known as lecture method. It covers both their listening and writing skills. Even we engage them into reading so that their reading and speaking skill get better.)	
21	I	Apnara ei challenges gula kivabe dur koren? (How do you cope with the various challenges you have discussed so far?)	
22	Leya Antara Baroi	Overcome korte amra gurdain r sohojogita nei. Ei khetre amra tader k onek dhire kono kichu bujhai. Ta separately bujhai. Kokhono guardian k deke porata bujhiye dei j ate tara basae tader k porate pare. (To overcome these challenges, we take the help of the guardians. The learners with this kind of problem, we teach them in a slower way. We teach them separately. Sometimes we sit with the guardian to make them understand the study so that they can teach them at home.)	
23	I	English ar o bhalo vabe shikhate apnar ki kono recommendations ache dristyprotibondhi der jonno? (Do you have any recommendations regarding how the visually learning process can be taught English better?)	
24	Leya Antara Baroi	Eee... ami ki bolbo... oder government thekekono grammar boi daoao hoe na . Bangla ba English kono grammar boi e na . Eita ekta problem create kore teachers ebong students uvoi r jonnoi. Sob grammar rules amader likhe dite hoe ba oder siye likhate hoe j ate basae porte pare. Tai amar mone hoe regular student der moto oder o boi daoao uchit. Sathe extra notes o. Science related boi	

		<p>gualék ek topic r eke k chobi daoá ja oder bujhte problem hoe pashapashi notun curriculum ta oder jonnoektu difficult jhetu notun curriculum a practical probem beshi daoá. (Eeee, what should I say.... They do not have any grammar books from the government. They have not provided any English or Bengali grammar books yet. This creates a problem for both of the teachers and students. All these rules of grammar, we need to write for them or they have to write to learn at home. So I think all these books should be provided like normal learners for their improvement. Even extra notes should also be provided. The books which are related to science as most of the science books have different pictures to understand the topics which become a problem for them. Even the new curriculum is a little bit challenging for them to understand easily as according to the new curriculum, the learners have been given the practical problems more to solve which sometimes become difficult for the children.)</p>	
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Interview of Nomita Halder

DU	Participants	Questions and answers	Codes / Themes
1	I	<p>Apnar mulloban somoy debar jonno dhonnobad. Ajker interview te special bacchader poranor somoy j dhorer challenges and prospects apnara somukkhin hon se somporke apanke kichu proshner uttor dite hobe.. Amar prothom proshno apnar porichoy somporke. Apni jodi apnar porichoytaektu bolten. (Thank you for giving your precious time. During this interview, you would have to give response to several questions which are related to the challenges and prospects of teaching English to these special children. My first question is regarding the introduction. Can you please introduce yourself ?)</p>	
2	Nomita Halder	<p>Dhonnobad. Ami Nomita Halder. Ami eikhane teacher hisabe nijukto achi special section jara dristy protibondhi. (Thank you. I am Nomita Halder. I am working here as a teacher in special section with the learners with lower vision.)</p>	
3	I	<p>Apni kindly apnar educational qualification ta Jodi share korten sathe apnar medium of education. Apni ki kono dhorkorner trainings niyechilen? Apnar ki kono dhorer teaching experience ache ? (Can you please share your educational qualification along with the medium of your educational background? What Kind of teacher training you have, What kind of teaching experience you have?)</p>	
4	Nomita Halder	<p>Ami Bangla medium r . Ami amar graduation complete korechi Lalmatia college theke. Ei schooljainkoara agae</p>	

		ami temon training nei ni jhetu ami ei school e porechi. Olpo ektu trainings peyechilam shudhu. (I am from Bengali medium. I have completed my graduation from Lalmatia College. Before entering into this institute I had taken a little bit of small training to teach them. As I have studied in this school, I did not need to get a lot of training.)	
5	I	Apnar ki mone hoe special children der English shikha onk joruri? Apnar mote er prospects ki? (How do you feel about the importance of learning English fir special children? What are the prospects?)	
6	Nomita Halder	Hae, English dorkar normal bacchader motoi. Jokhon ei dristy protibondhi baccha ra universities jabe ba job sectors a jabe tokhon English tader k help korbe jhetu eita ekta international language. Ta chara baiere deshgulo teo English tader jonno helpful hobe. (Yes, English is needed like normal children. When these children with lower vision go to universities for higher studies along with those in job sectors, learning English will help them as it is an international language. Even when they will pursue other countries, this language will help them.)	
7	I	Apnar ki monehoe English shikhanor bepar r eita ki normal student der theke different? (What do you think about teaching English to the learners with low visual impairment? Is it different from teaching English to the students?)	
8	Nomita Halder	Dristy protibondhi der jonno English must jhetu eita ekta international language ebong tader jiboner proti podokhepe English dorkar hobe. Hae, normal student der theke dristy protibondhi der English learning process different. (English is a must for	

		the learners with lower vision as it is an international language and they will need it in every step in their lives. Yes, it is totally different from teaching English to the normal learners.)	
9	I	Students k poranor jonno apnara kon dhoroner poddhoti bebohar kore thaken? Kivabe panara students k English poriyे thaken? (What kind of system do you use to teach your students? Can you please explain how you teach English to the students?)	
10	Nomita Halder	Tader k shikahnor jonno amader Braille systemshikha lage. Braille systemhocche choyta dot r ekta combination. Sob gulo choyta dot student der shikhano hoe prothome j ate tara shobdo ebong borno porte pare. Braille kono vasha noy. Ei podhotir maddhome amra bobhinno bhasa shikhe thaki. Ei poddhoti bebohar kori amra six dots r maddhome.Jemon-dot 1 hoche A,dot 1,2 hocche B. Abar dot 1 ar 4 hocche C. Tader k shohoje shikhanor jonno amra bobhinno dhorner materials bebohar kore thaki. (To teach them, we must learn Braille system which is the combination of six dots. All these six dots are taught first to the learners so that they can read words and letters by using them. Brail is a system which is not a language. By using this system, we can learn all these languages. To apply this system, we use the six dots. For example- Dot 1 is considered as A, Dot 1 and 2 is considered as B. Again dot 1 and 4 is considered as C. But at first they cannot learn through this. To teach them we use different materials to make it easy for them.)	
11	I	Apnara kon dhorner materials use kore thaken? Apni boi,audio, video ba ono j konomaterials r bepar a kotha bolte paren. (What kind of teaching materials are used?	

		You can talk about textbooks, audios, videos or any other materials.)	
12	Nomita Halder	Umm.. hae, amra bobhonno dhorner materials jemon- boi, audios sathe marble ebong bibhinnokhelna bebohar kore thaki. Amra tader k ei obeects gula k sporsho korte dei karon sporsho kore bujhte para ba shikha onek dorkar ei poddhotite. Amader kache board ache jkhane amra tader k choto choto ball organize korte dei tader haat rmovement strong korar jonno. Amra tader practically shikkhar proti jor dei beshi mukhusto koar theke. (Ummmyes we use different kinds of audios, books along with that marble and different toys to teach them. We make them feel to touch these instruments as their touch is more important in this system. We have a board where we let them organize different small balls on the board which makes the movement of their hand stronger. We teach them practically rather than only memorizing.)	
13	I	Ei boi gula ki government theke provide kora hoe ar sob school a e ki same boi bebohar kora hoe? (Are these books provided by the government and are these used in all the schools for the students with some kind of lower visual impairment?)	
14	Nomita Halder	Hae, sorkar amadr k ei boi gulo day. Sob boi ek e rokom hoe. (Yes, the government provides books for us. All these books are the same.)	
15	I	Apnara kon kon dhoroner badhar somukkhin hoye thaken dristyprotibondhi students poranor somoy?(What kind of challenges do you face while teaching English to the learners with lower visual impairment?)	
16	Nomita Halder	Student der obosthar upor bhitti kore amra problems r somukkhinnoi. Kokhono kokhono student ra borno sohoje	

		sajate shikhe abar kono parena. Onek somoy tader haat rmovement strong hoe abar kokhono hoe na je ta onekboro problem toiri kore. (While teaching them, we face different problems based on the condition of the learners. Sometimes some learners learn to organize the alphabets very quickly, sometimes some of them cannot learn it quickly. Even their hand movements are not that much stronger which creates a huge problem.)	
17	I	Apnara Environmental, proshashonik abr political kon kon dhorer problem face koren? (What kind of challenges do you face related to the teaching environment, policies, logistics, administration?)	
18	Nomita Halder	Na, amra kori na. (No, we do not)	
19	I	Basic four skills-reading, writing, listening and speaking shikhanor jonno kon kon dhorer method apnara bebohar kore thaken? (What kind of teaching method is used to teach them the four skills-reading, writing, listening and speaking?)	
20	Nomita Halder	Sadharonoto reading ar speaking skillr jonno amra repetition method beshi bebohar kore thaki. Amra bacchader k words ebeong sentence bar bar repeat korai amader sathe sathe ar eita oder speaking ar listening skill improve kore. Ar writing skill r jonno amra boarduse kore thaki. (Basically to teach them the reading and speaking skill, we use repetition the most. We make them repeat the words and sentences after us and it improves their reading and speaking skill. We have audios for improving their listening skill. For writing skill, we use the boards to teach them practically.)	
		Apnara ei challenges gula kivabe dur koren? (How do you	

21	I	cope with the various challenges you have discussed so far?)	
22	Nomita Halder	Ei difficulties durkote amra durbol student der stahe alada boshi jhetu tader onno student theke beshi somoy dorkar hoe. Ar amra ekta sentence bar bar repeat kori j porjonto sentence ta student r kache clear na hoe.(To overcome these challenges, we need to sit with the weak learners separately as they need more time than the others. We repeat a sentence until it is clear to the learner.)	
23	I	English ar o bhalo vabe shikhate apnar ki kono recommendations ache dristyprotibondhi der jonno(Do you have any recommendations regarding how the visually learning process can be taught English better?)	
24	Nomita Halder	Na amar kono recommendations nei jhetu ami bacchader poranor jabotio jinish peye thaki. (No I do not have that kind of recommendation as I get as much as supplies I need to teach my students.)	

Interview of Rebeca Falia

DU	Participants	Questions and answers	Codes / Themes
1	I	Apnar mulloban somoy debar jonno dhonnobad. Ajker interview te special bacchader poranor somoy j dhorer challenges and prospects apnara somukkhin hon se somporke apanke kichu proshner uttor dite hobe. Amar prothom proshno apnar porichoy somporke. Apni jodi	

		apnar porichoytaektu bolten(Thank you for giving your precious time. During this interview, you would have to give response to several questions which are related to the challenges and prospects of teaching English to these special children. My first question is regarding the introduction. Can you please introduce yourself ?)	
2	Rebeca Falia	Ami Rebeca Felica.Ami ei schoola 1992 sale join korechilam.Jodio ami retired korechi, ami ekhono ei schoola poracchi.(I am Rebeca Falia. I joined this school in 1992. Though I have retired, I am still teaching these students.)	
3	I	Apni kindly apnar educational qualification ta Jodi share korten sathe apnar medium of education. Apni ki kono dhorkorner trainings niyechilen? Apnar ki kono dhorner teaching experience ache ? (Can you please share your educational qualification along with the medium of your educational background? What Kind of teacher training you have, What kind of teaching experience you have?)	
4	Rebeca Falia	Ami I.A pass korechi ebong taror ei school a special bacchader poranor jonno join korechi.(I completed my H.S.C and then joined into this school for special children to teach them practically.)	
5	I	Apnar ki mone hoe special children der English shikha onk joruri? Apnar mote er prospects ki? (How do you feel about the importance of learning English for special children? What are the prospects?)	
6	Rebeca Falia	Jhetu ekhon amader desh r sob jaega te English r grohonjoggota beshi tai English shikha onekjoruri. Abar amader desh jhetuteachnology te onek gagacche, tai English jana onek dorkar. Sohoje porte, bolte English jana dorkar.Ekhon bibhinno dhoroner aps ar websites ache	

		<p>jeigual shikhar jonno o English dorkar. Abar tader bhobishot r jonno o English hikhano dorkar. (As nowadays everywhere in our country, English is preferable, it is necessary to teach them English. Even though our country is getting more advanced in technology, to know about them English is needed for them. Even to read and speak, they need to learn English. As nowadays, children are using various apps and websites to improve their studies, English is needed to know what is being taught in those apps and websites. Learning English is helpful for them and for their future also.)</p>	
7	I	<p>Apnar ki monehoe English shikhanor bepar r eita ki normal student der theke different? (What do you think about teaching English to the learners with low visual impairment? Is it different from teaching English to the students?)</p>	
8	Rebeca Falia	<p>Hae eita different jhetu dristy protibondhi ra Braille system bebohar kore ar regular studentra shadharon niyome e English shikhe. (It is different as learners with lower vision use the Braille system and the normal learners can use the general system to learn English.)</p>	
9	I	<p>Students k poranor jonno apnara kon dhoroner poddhoti bebohar kore thaken? Kivabe panara students k English poriyete thaken? (What kind of system do you use to teach your students? Can you please explain how you teach English to the students?)</p>	
10	Rebeca Falia	<p>Ei schoola jogdan r purbe, amake Braille system r upor training nite hoyechilo. Braille proddhotite choyta dot ache. Tin ta dot dan dike jemon-1,2,3 ar tin ta dot baam dike jemon-4,5,6 . Ei choyta dots bebohar kore amra</p>	

		Bengali, English ar onnano bishoy shikhiye thaki. (Before joining this school, I have taken training in the Braille system which has six dots. In this system we have 3 dots from the right side like-1,2,3 and 3 dots from the left side 4,5,6 . Using this six dots, we teach them English, Bengali and the other subjects.)	
11	I	Apnara kon dhorner materials use kore thaken? Apni boi, audio, video ba ono j konomaterials r bepar a kotha bolte paren. (What kind of teaching materials are used? You can talk about textbooks, audios, videos or any other materials.)	
12	Rebeca Falia	Amra bibhinno dhoroner material use kore thaki jemonful j ate tara ful er gothon ta bujhte pare. Abar amra ful r gondo naoao shikhai j ate tara smellnilebujhte pare eita ki ful. Sathe amra tader k rong o boli ja te tara kolpona korte pare ebong shikhte pare. Amader kache bobhinno dhoroner model ace ja tara sporsho kore shikhte pare. Sathe boi, audio o ache. (We use different materials like flowers to teach them the structure of the flower. Even we make them smell the flower so that they can know by smelling it. Even we tell them the colors and use their imagination to learn it. We have different models and make them touch them and learn. Along with that we have books, audio to teach them.)	
13	I	Ei boi gula ki government theke provide kora hoe ar sob school a e ki same boi bebohar kora hoe? (Are these books provided by the government and are these used in all the schools for the students with some kind of lower visual impairment?)	
14	Rebeca Falia	Ji ebong sob gula ek e. (Yes and they are the same.)	
15	I	Apnara kon kon dhoroner badhar somukkhin hoye thaken	

		dristyprotibondhi students poranor somoy?(What kind of challenges do you face while teaching English to the learners with lower visual impairment?)	
16	Rebeca Falia	J sob badhar somukkhin ami ta holo boi r bornoporanor somoy jhetu boi r dot gulakhub e choto hoe baccaher sohoje shikhano khub e difficult hoye jae.(The challenge I face while teaching them is the alphabets of the books. The dots are very small for the young learners to learn easily.)	
17	I	Apnara Environmental, proshashonik abr political kon kon dhorner problem face koren? (What kind of challenges do you face related to the teaching environment, policies, logistics, administration?)	
18	Rebeca Falia	Na,ami na (No I do not)	
19	I	Basic four skills-reading, writing, listening and speaking shikhanor jonno kon kon dhorer method apnara bebohar kore thaken? (What kind of teaching method is used to teach them the four skills-reading, writing, listening and speaking?)	
20	Rebeca Falia	Amra bibhinno dhorer boi, lekhar ebong porar material sue kore thaki sathe audioclips o thake tader listening skill r unnoti korar jonno.(We use different text books, writing and reading materials along with the audio clip to improve their skill.)	
21	I	Apnara ei challenges gula kivabe dur koren? (How do you cope with the various challenges you have discussed so far?)	
22	Rebeca Falia	Mul bishoy ta hocche extra somoy dao jhetu tara regular student theke bhinno. (The main thing is to give extra time to the learners as they are very different from the normal learners .)	

23	I	English ar o bhalo vabe shikhate apnar ki kono recommendations ache dristyprotibondhi der jonno(Do you have any recommendations regarding how the visually learning process can be taught English better?)	
24	Rebeca Falia	Hae , amar ache. Jodi boi r dots gulo size e ektu boro hoe, notun student ra easily borno gulo shikhte parbe monehoe.(Yes, I have. If the dots of these books are kept larger in size, the young learners will be able to easily learn these alphabets).	

Appendix B

Challenges and prospects of teaching English to the children with low visual impairments in special schools in Dhaka

Nishat Binta Halim

Thesis Interview Questions

1. Can you please introduce yourself?
2. Please tell me about your educational qualifications, what kind of teacher training you have, what kind of teaching experience you have?.
3. How do you feel about the importance of learning English for special children? What are the prospects?
4. What do you think about teaching English to the learners with low visual impairment? Is it different from teaching the regular students?
5. What kind of system do you use to teach your students? Can you please explain how you teach English to the students?
6. What kind of teaching materials are used? You can talk about textbooks, audios, videos, or any other materials.
7. Are these books provided by the government and are these used in all the schools for students with some kind of visual impairment?
8. What kind of challenges do you face while teaching English to the learners with visual impairment?
9. What kind of challenges do you face related to the teaching environment, policies, logistics, administration?
10. What kind of teaching method is used to teach them the four skills- reading, writing , listening and speaking?
11. How do you cope with the various challenges you have discussed so far?
12. Do you have any recommendations regarding how the visually learning process can be taught English better?

Appendix C

Challenges and prospects of teaching English to the children with low visual impairment in special schools of Dhaka.

Consent to take part in Research

- I..... voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that participation involves sharing my experience with Speaking Anxiety during my university first year
- I understand that I will not benefit directly from participating in this research.
- I agree to my interview being audio-recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

- I understand that disguised extracts from my interview may be quoted in academic Thesis Paper.
- I understand that if I inform the researcher that I or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.
- I understand that signed consent forms and original audio recordings will be retained in the researcher's collection until the exam board confirms the results of the thesis paper.
- I understand that a transcript of my interview in which all identifying information has been removed will be retained for 1 year.
- I understand that under freedom of information legalisation I am entitled to access the information I have provided at any time while it is in storage as specified above.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of Research Participant

Signature of Participant

Date

Signature of Researcher

I believe the participant is giving informed consent to participate in this study

Signature of researcher Date

