Foreign language training for visually impaired students in South East Asian countries

Steina Melie* and George William

Public Research Institute for the Blind

Susanto Susanto and Deri Sis Nanda

Universitas Bandar Lampung

*Corresponding author's email: steinamelie@prib.org

Abstract

With disabled students, teachers have less opportunity to receive in their classes those who have sensory deficits, due to their rarity and few formations exist. But teachers are supposed to be able to teach all students, in their diversity, whether it is related to their culture or to the consequences of physical, sensory or mental disorders. In this population, the visually impaired students are the least numerous and know a particular situation, even paradoxical. Unlike other students with disabilities, they have been integrated for a long time, at the end of high school and at university, and for

the blind often schooling in mainstream came after the specialized establishment from which they left by mastering the techniques of compensation. The lack of specialized staff dedicated to the visually impaired, in particular the teachers, is often a brake on inclusion and can bring a return of the students in non-inclusive device, and, in times of budgetary constraints, considerations only on the number of students are likely to forget that they cannot succeed without mastering techniques that can be taught. After having recalled the constraints which arise to study this population, we present the specificity of its needs. We link these needs to the foreign language skill that these students must acquire in order to become independent in their learning for global context, especially in South East Asia countries.

Keywords: foreign language training, visually impaired students, South East Asia.

[FULL TEXT](#)

APA CITATION:

Melie, S., William, G., Susanto, S., & Nanda, D. S. (2020). Foreign language training for visually impaired students in South East Asian countries. *Asian Journal of Special Education*, 17(1), 21-38.

Disclosure statement

No potential conflict of interest was reported by the authors.

References

- Agesa, L. (2014). Challenges faced by learners with visual impairments in inclusive setting in Trans-Nzoia County. *Journal of Education and Practice*, 5(29), 185-192.
- Archibald, M. M. (2015). Investigator triangulation: A collaborative strategy with potential for mixed methods research. *Journal of Mixed Methods Research*, 10(3), 228-250.
- Arslantaş, T. K. (2017). Foreign language education of visually impaired individuals: A review of pervasive studies. *IHEAD: Ihlara Journal of Educational Research*, 2(2), 95-104.

- Atkinson, P., & Hammersley, M. (1998). [Ethnography and participant observation](#). In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (pp. 110-136). Thousand Oaks, CA: Sage.
- Birchler, K., & Michaelow, K. (2016). Making aid work for education in developing countries: An analysis of aid effectiveness for primary education coverage and quality. *International Journal of Educational Development*, 48, 37-52.
- Bolt, D. (2005). From blindness to visual impairment: Terminological typology and the social model of disability. *Disability & Society*, 20, 539–552.
- Burns, D. (2018). Deepening and scaling participatory research with the poorest and most marginalised. *European Journal of Operational Research*, 268(3), 865-874.
- Casper, M. J., & Talley, H. L. (2005). Preface: Ethnography and disability studies. *Journal of Contemporary Ethnography*, 34(2), 115–120.
- Danforth, D., & Gabel, S. L. (2006). *Vital questions facing disability studies in education*. New York, NY: Peter Lang.
- Davis, L. J. (2002). *Bending over backwards: Disability, dismodernism, and other difficult positions*. New York, NY: New York University Press.

- Denzin, N. K. (2006). *Sociological methods: A sourcebook*. Piscataway, NJ: Transaction Publishers.
- DePoy, E., & Gilson, S. F. (2011). *Studying disability: Multiple theories and responses*. Thousand Oaks, CA: Sage.
- Eckes, A., Großmann, N., & Wilde, M. (2018). Studies on the effects of structure in the context of autonomy-supportive or controlling teacher behavior on students' intrinsic motivation. *Learning and Individual Differences, 62*, 69-78.
- Florian, L. (2008). Special or inclusive education: Future trends. *British Journal of Special Education, 35*(4), 202-208.
- Gabel, S. L. (2005). *Disability studies in education: Readings in theory and method*. New York, NY: Peter Lang.
- Goldstein, D. (2000). Music pedagogy for the blind. *International Journal of Music Education, 35*, 35–39.
- Hersh, M. A., & Johnson, M. A. (2008). Disability and assistive technology systems. In M. A. Hersh & M. A. Johnson (Eds.), *Assistive technology for visually impaired and blind people* (pp. 1-50). London: Springer.

- Jenks, E. B. (2005). Parents' stories of raising children with visual impairments in a sighted world. *Journal of Contemporary Ethnography*, 34, 143–169.
- Jones, C. B., Isham, L., & Taylor, J. (2018). The complexities and contradictions in participatory research with vulnerable children and young people: A qualitative systematic review. *Social Science & Medicine*, 215, 80-91.
- Masino, S., & Zarazúa, M. N. (2016). What works to improve the quality of student learning in developing countries? *International Journal of Educational Development*, 48, 53-65.
- Nugent, M. (2018). [Reframing inclusion: An exclusive–inclusive approach](#). *British Journal of Special Education*, 45(2), 141–156.
- Puri, I. R., Rodiatun, R., & Susanto, S. (2019). [An Analysis of Learning English Vocabulary for Hearing Impaired Student at Dharma Bhakti Dharma Pertiwi Special School 2017/2018](#). *Journal of English Education Studies*, 2(1), 60-66.
- Reason, P. (1998). [Three approaches to participatory inquiry](#). In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (pp. 324-338). Thousand Oaks, CA: Sage.

- Savage, J. (2013). Participative observation: Standing in the shoes of others. *Qualitative Health Research*, 10(3), 324-339.
- Siebers, T. (2006). *Disability theory*. Ann Arbor, MI: University of Michigan Press.
- Stake, P. (2005). Qualitative case study. In N. K. Denzin & Y. S. Lincoln (Eds.), *The sage handbook of qualitative research* (pp. 433–466). New York, NY: Sage.
- Susanto, S., & Nanda, D. S. (2018). Teaching and learning English for visually impaired students: an ethnographic case study. *English Review: Journal of English Education*, 7(1), 83-92.
- Thompson, R. G. (1997). *Extraordinary bodies: Figuring physical disability in American culture and literature*. New York, NY: Columbia University Press.
- Weber, A., Braun, B., & Crocker, M. W. (2006). Finding referents in time: Eye-tracking evidence for the role of contrastive accents. *Language and Speech*, 49(3), 367– 92.
- Whitburn, B. (2014). Accessibility and autonomy preconditions to ‘our’ inclusion: A grounded theory study of the experiences of secondary students with vision impairment. *Journal of Research in Special Educational Needs*, 14(1), 3–15.

Zhou, M. (2016). The roles of social anxiety, autonomy, and learning orientation in second language learning: A structural equation modeling analysis. *System*, 63, 89-100.