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ABSTRACT

The role of a teacher has been commensurate to that of a candle, which burns itself to light the innocent minds of many. There are several categories of learners, which instructors are obliged to consider while designing and delivering classes. Among these learners are the visually impaired learners, who desire the right to learn without any special considerations. The goal of this qualitative study is to depict the difficulties that English teachers have when transferring knowledge to visually impaired students in their learning environment. It is based on input from unstructured in-depth interviews with such students and their instructors. Regarding the teaching procedures and modes used, the classroom materials provided, and the opportunities intended to encourage them to make the most of their learning and/or teaching, the challenges both teachers and students faced in their teaching and learning processes, their ways of overcoming these challenges, specific needs of the learners, aspects of learning of visually impaired students and resolution strategies are discussed in this paper. It has been shown that in order to

develop an all-encompassing plan for pupils with visual impairments, it is necessary to have the cooperation of school administrators, educators, and families. Second, the characteristics of the students' personalities have a substantial impact on the way in which they learn despite their visual impairments. In spite of the fact that they have the same impairment, each of them approaches learning in a different way and uses different strategies. It would be better for the teachers if they could learn what they need to know via on-the-job training rather than through trial-and-error experiences.

KEYWORDS: Visually impaired learners, English teachers' challenges, teaching techniques, curriculum designers.

