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The challenges in teaching learners with visual impairment in Zambia

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Abstract

This manuscript is an extract of one of the third research questions from a PhD an on-going study on teaching learners with visual impairment. The study determined the challenges in teaching learners with visual impairment in Zambia.

The work was an attempt to address the problem of poor academic performance of learners with visual impairment in Zambia through determining the challenges teachers face while teaching learners with visual impairment. Among the factors that can be attributed to the poor performance of these learners are the challenges in teaching them. It was discovered that, teachers faced challenges in teaching learners with visual impairment in Zambia. Teachers experienced challenges when teaching using question and answer method, expository method, group discussion method, demonstration method and inquiry method. The challenges experienced contributed to the learners' poor academic performance and classroom participation.

Keywords: challenges, teachers, visual impairment, traditional teaching methods, question and answer, expository, inquiry, group discussion and demonstration

1. Introduction

Teaching is a process of impacting of knowledge and skills into the learners. There is a problem of teaching learners with visual impairment in the teaching fraternity. The problem is lack of using appropriate teaching method to learners with visual impairment. As Sight Saver International, (2010) explained that, low academic performance of learners with visual impairment resulted from using the teaching method for learners with sight. This problem has caused poor classroom participation and performance among learners with visual impairment who end up with low education levels. It is worrying in the sense that despite effort by the government to provide teaching materials, train teachers, deploy teachers and standard officers, a small number of learners with visual impairment are able to complete their education. For instance, the Central Statistics Office (2003) reports that from the age of five onwards, there were 12,754 blind persons. Of this number, 57% had no education, 29% had primary level of education, 11% had secondary school level of education, 0.8% had A levels and 1.3% higher level of education. There were also 74,882 persons with partial sight. Of this number, 39.6% had no education, 40.7% had attained primary level of education, 15.6% had secondary school education, 2.2% had attained A level of education and 1.8% had higher level of education. In 2010, the Ministry of Education (MoE) even recorded a smaller figure than that of Central Statistics Office. It recorded that there were 24,937 learners with visual impairment in schools. Of this number, 23,183 (12,236 males and 10,947 females) were in grades 1 to 9 and 1,754 (647 males and 1,107 females) in grades 10 to 12 (MoE, 2010). In terms of progression, only 7% (1,754) progressed to senior secondary level of education while 93% (23183) dropped out of school. The causes of dropping out of school included social – economic factors, poor classroom participation and academic performance resulting from use of ordinary teaching method and environmental hazards (MoE, 2010). Similarly, Ndhlovu and Mtonga (2012) found that lack of sponsors, failure to qualify to grade 8, early marriages, pregnancy, being too big to learn with young pupils, negative attitudes of both parents and pupils and failure by parents to pay boarding and other fees on behalf of their children contributed to dropping out of schools. Due to these factors, out of 123 pupils enrolled in grade 1, 41 (18 males and 23 females) representing 33%, dropped out of school before they reached grade 7. In terms of proportion, this rate implies that one out

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of three pupils dropped out of school before reaching grade 7. The issue of failing to qualify to grade eight still comes out here and is a result of poor teaching method which led to poor classroom participation and academic performance. It can also be implied that, despite having other factors affecting progression of learners the outstanding factor is that of lack of effective teaching method which affects academic classroom participation and performance of these pupils contributed to negative attitude towards school by the learners themselves and their parents resulting in failure by parents to pay school fees for them.

Similarly, The Zambia Agency for People with Disabilities Report (2009) indicated that out every 100 pupils with disabilities enrolled in grade 1, 40% dropped out of school before they reached grade 7 among others due to poor classroom participation and academic performance.

As regards the effort of the government, the Ministry of Education (2010) reports that there were 1,411 teachers trained in Special Education in Zambia. Of this number, 373 had certificates while 959 had diplomas and 79 had first degree in Special Education. Additionally, there are 82 standard officers for special education of which 36 are at district (two per district), nine are at province (one per province) and one at national level of the education system.

As regards national statistics of persons with disabilities, the CSO, (2003) reports that there are 256,690 persons with disabilities in Zambia. Of this number, 87,636 are people with visual impairment. Of the 87,636, 12,754 are blind and 74,882 people are partially sighted. This number is likely to go up at the time the recent national figures are released by Central Statistics Office.

There is need therefore, to get concerned about such poor classroom participation and academic performance of learners with disabilities who are already disadvantaged by virtue of having a disability if they are to acquire academic concepts, skills and knowledge and progress in education.

In order to understand and address the problem of teaching learners with visual impairment, It became necessary to determine challenges in teaching learners with visual impairment in Zambia.

Traditional Teaching Method Used In Teaching Learners with Visual Impairment

There are five broad classroom traditional teaching methods which were used by teachers in teaching learners with visual impairment at the time when the study was carried out and are explained below.

Question and answer teaching method

This teaching method involves the teacher asking questions and pupils giving answers or vice versa. This method provide an advantage of listening to pupils answers and enabling the teacher establish how much learning has or has not taken place. It helps provision of immediate feedback on what pupils have learnt. It helps to measure pupils participation in the classroom and academic performance. It is used during the lesson for instance for lesson introduction and revision.

Guidelines to the questions.

When teachers are using this method they follow the following guide lines such as

- asking a question within the child's taxonomy level such as knowledge, comprehension, application, synthesis, analysis and conclusion.
- Secondly, the questions have to be clear

- the teacher pausing between questions to allow pupils to reflect on the question before they give a response.
- special children in particular learners with visual impairment require more than 5 seconds as compared to learners who are not disabled who need 3 to 5 seconds.
- Thirdly, teachers are required to always begin with lower level questions and progress to higher levels in order for learners to give the required response.
- Then teachers are advised to avoid personalizing their questions in class.
- Lastly, teachers are advised not to call pupils names before asking a question because everyone will relax or switch off or stop thinking and wait for the answer from one person. Teachers are told that if they are not personalizing they will allow every learner to think about the question and participate fully and perform well academically.

Expository teaching method

This method involves the provision of an explanation of a particular concept, thought or experience in the classroom context to a learner by the teacher with very little participation or involvement of a learner. The class focuses on the teacher who explains or disseminates the information and learners are involved minimally. (Katsiyannis and Maag, 2001).

There are four techniques used in this method and they focus on teacher's oral delivery of information and these are;

Lecturing	Explaining
Discussion	Telling

The method **make learning extremely difficult to children with special needs** as a result the teacher using this method need to be careful on how information is put across. This is because learners like those who are visually challenged are unable to visualize in their minds and easily forget the information being presented by the teacher. In other words they fail to see in their minds and attach meaning to what is being said or make sense out of the information they are receiving.

A teacher need **to modify this method by using multi-sensory inputs in the learning process**. For instance the use of visual aids materials which addresses different learning styles is very helpful. Learners with visual impairment can also be helped to learn using different senses such as visual, auditory, tactual and smell to enrich their learning in order for them to participate in classroom and improve their academic performance.

Group Discussion teaching method

This method involves the teacher using group work to teach the learners.

On planning stage:

- Before using this method the teacher need to take into account that all children learn at different rates whether disabled or not.
- Secondly, learners have to be put into small working groups of either with mixed abilities or in groups according to their abilities while looking at their strength and weaknesses being observed in learners . For instance, the learners have to be grouped as follows; fast learners in one group, another group made up of average learners and the third group accommodating slow or weak learners.
- Thirdly, teachers need to set tasks according to the abilities of learners.

Implementation stage

- The teacher starts the lesson with the whole class by looking at the common points in the lesson.
- Then this will be followed by breaking up the class into smaller groups already created.
- Then tasks have to be given to each group according to group level of performance.
- The teacher then goes round guiding learners and assisting those experiencing difficulties while discussing in groups.
- Then the whole class can be brought together and summarize the key points in the lesson at times through question and answer, giving of reports or looking through what each group did.

The method help learners participate in the classroom and perform well academically because it help them remain on task or concentrate on their work for a long period. Pupils learn at their own pace. It is learner centered approach and not teacher centered. Learners are not easily lost or confused in the course of the lesson.

Demonstration teaching method

This is a teaching method where a teachers shows learners how to perform a specific task. The essential techniques used in this method include the following; showing, doing, experimenting, role playing, modeling, telling, educational visits or field trips. The demonstration is usually accompanied by words of explanations on how the task is done and the explanations on what is observed during the lesson. Pupils are then allowed to practice under strict guidance and assistance of the teacher, until they are able to show mastery of the skills involved.

The method is centered on the **principle of directive teaching** were the teacher guides the learning process through an example, use of concrete or abstract teaching and learning materials meant for that lesson. The act of doing an example before pupils are given chance to learn or carry out an activity allow pupils to gain confidence and encouragement to take up the challenge. For example introduction of an aspect of writing braille such as the letters of alphabet to pupils, the demonstration of it will create confidence in learners to do it upon seeing you doing it and thereafter they will do it perfectly well with confidence. The method help learners with visual

impairment to participate in the classroom activities and perform well academically if the teachers takes into account their disability.

Enquiry or discovery teaching method.

According to Bell, (2005) inquiry method is an educational enterprise in which children solve a particular problem over a period of days or weeks and the method help teachers to develop in-depth thinking in the minds of learners. This teaching method encourages the learner to carryout research on certain topics from the teacher. The approach involves the use of asking questions, stating hypotheses and investigation. The method provides learners an opportunity to address a particular problem using the acquired knowledge and skills and a better understanding of the particular problem. Through this approach they show and develop further their ability to find solutions to identified problems on their own. The method is used in a classroom situation following these five basic steps.

- i. Finding or identifying a problem.
- ii. Proposing hypothesis or possible solution to the identified problem.
- iii. Collection of information or data from the field.
- iv. Evaluation of the information collected.
- v. Giving of an explanation based on the information gathered.

This method of inquiry help learners with visual impairment to participate during the lesson because they become the center of learning resulting into performing well academically. Learners interact among themselves. Learners develop the ability to find solutions to problems on their own. Learners feel to be part of the problem being addressed. They explore on their own.

The Challenges Faced In Teaching Learners with Visual Impairment in Zambia

When the question was asked to 90 respondents of which 70 were asked using the questionnaire and 20 using focus group interview in order to find out if at all they experienced challenges in teaching learners with visual impairment. All teachers respondent accepted that, they faced challenges while teaching learners with visual impairment see Figure 1.

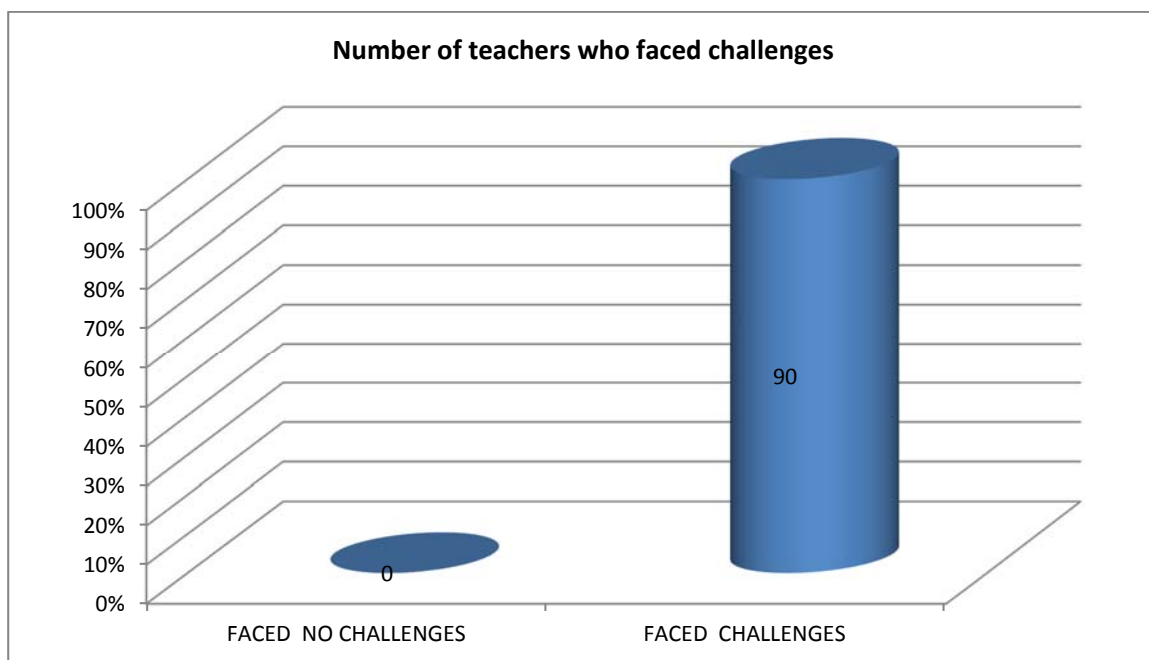


Fig: 1 Teachers who faced challenges while teaching learners with visual impairment

Below are the challenges the teachers experienced while teaching using the following teaching methods, question and answer, expository, group discussion, demonstration and inquiry.

Question and answer

The following were the challenges experienced when teachers were using question and answer method while teaching learners with visual impairment see **Figure: 2 below**.

To start with, one of the responses from 15 teachers was that they experienced difficult to communicate what they were teaching to learners with visual impairment especially abstract concepts, information in pictorial form and diagrams on the board.

Secondly, 15 teachers expressed that, they had difficulties to modify or phrase questions to suit learners with visual impairment, in other words they had difficult to simplify questions so that learners with visual impairment could understand the questions.

The third response was from 5 teachers who expressed that, learners with visual impairment failed to understand what they

were talking about and failed to express them-selves. If at all they answered they were answering in a opposite way or wrongly of what teachers were asking about.

The fourth challenge from 20 respondents was due to teachers' lack of skills to use when teaching learners with visual impairment or lack of abilities to use in order to understanding learners with visual impairment and teach them effectively , hence they left them to learn from their friends.

The fifth challenge 25 teachers explained that, they had difficult to find a suitable teaching method which could make learners with visual impairment learn better and perform well academically.

The sixth challenge 6 teachers experienced was the difficult to read brailed work of learners with visual impairment and inability to prepare questions and answers in braille form for the lesson being taught.

The last challenge experienced by 4 teachers was the difficulties to prepare enough questions in order to make each learner with visual impairment participate in the lesson.

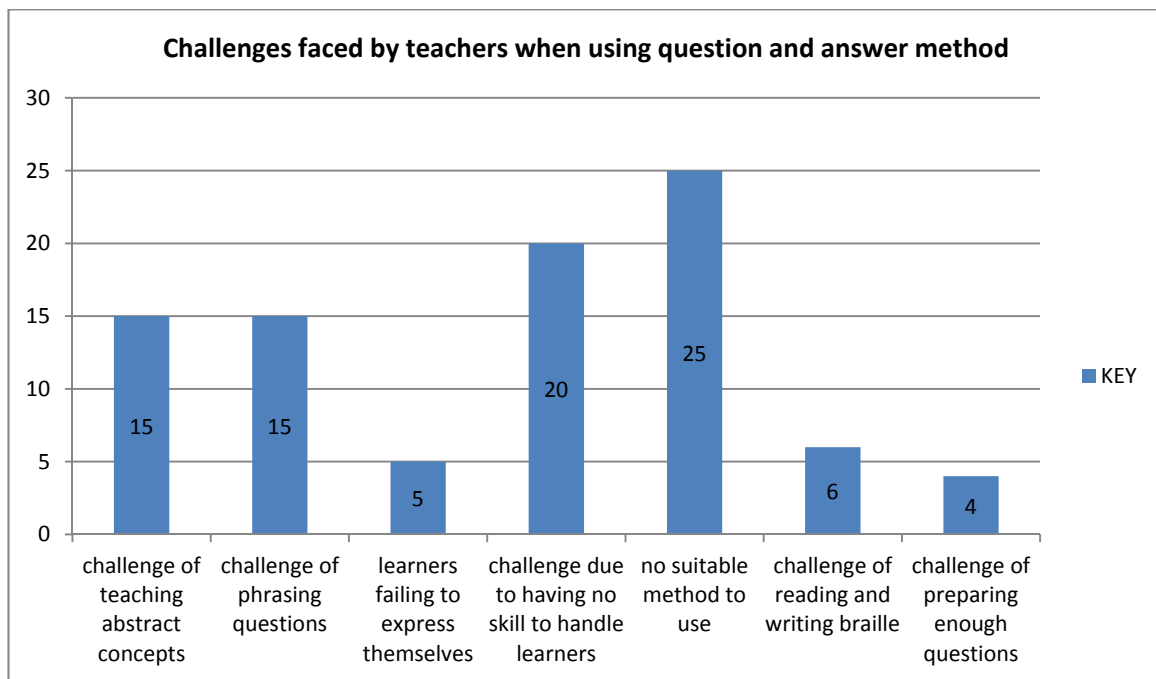


Fig 2: Teaching learners with visual impairment - question and answer method

During the lesson observation the challenges were as well seen experienced by teachers while teaching learners with visual impairment in the study schools.

The analysis of this data was that, teachers faced challenges when teaching learners with visual impairment using question and answer method. This was due to the difficulties they faced while teaching learners with visual impairment using question and answer method. The order of challenges were as follows: there were more challenges in having no suitable teaching method to use when teaching learners with visual impairment. The first challenge was followed by the challenge of having no skills to use when teaching the learners, then the challenge of teaching abstract concepts and phrasing of question in order to help learners understand the questions. Then the three sets of challenges were the failure to read and write braille, learners failing to express them-selves and failure to prepare enough questions.

Expository

To start with, 20 teachers stated that they had difficult explaining the details of what was drawn on the board and any pictorial materials and help learners with visual impairment understand drawings and pictures as they appear in reality.

Then 10 teachers further explained that they had difficult to make learners not to forget what they were teaching.

Then 15 teachers also expressed that they failed to make learners with visual impairment become active and not passive and bored during the lessons.

Another explanation from 25 teachers was that, they faced difficult of making learners with visual impairment perform well and not lag behind academically.

Furthermore, 10 teachers expressed that, it was difficult to explain the gestures they were using as part of communication while teaching learners with visual impairment who could not see the gesture because they could not see.

Then the other response from 10 teacher respondents was that, the use of expository method was so involving to the teacher

and so tiresome because teachers had to repeat what was taught several times in trying to make learners with visual impairment understand what they were teaching. All the challenges expressed were also noticed during the lesson observation of teachers while teaching learners with visual impairment during the study period.

Table: 1 Challenges faced by teachers while using expository method when teaching learners with visual impairment

S/N	Challenges Faced	Number Of Teachers
1	Difficult to explain drawing on the board and pictures	20
2	Difficult to help them remember what was taught to them	10
3	Not easy to make them active participants	15
4	Difficult to help them perform well and not lag behind academically	25
5	Difficult to explain gestures as part of communication	10
6	Being tired because the method is involving due to repetition of same points several times in trying to help learners understand what was being told.	10
	Total number	90

The analysis of these findings was that, teachers faced challenges pointed out above when teaching learners with

visual impairment using expository method. The order of difficulty ascended from difficult to help them perform well and not lag behind academically, followed by the difficulty to explain drawing on the board and pictures, then this was followed by not finding it easy to make the learners with visual impairment become active participants, followed by difficulty to explain gestures as part of communication, difficulty to help them remember what was taught to them and being tired because the method was involving due to repetition of same points several times in trying to help learners understand what was being told.

Group discussion

One of the explanations according to 39 teachers' experience was that, they had difficulty to put work for group discussion into braille form.

Secondly, 10 teachers pointed out that, they had difficulty to place learners in groups where they could participate freely and not be intimidated or bulldozed by learners with sight or those who were intelligent because of their inability to see.

Thirdly, 21 teachers had faced a problem on how to make learners with sight not fear learners with visual impairment.

Lastly, 20 teachers explained that, they had difficulty to monitor learners with visual impairment and encourage them to be active because it was difficult to give individual attention to learners with visual impairment because it was time consuming during group work.

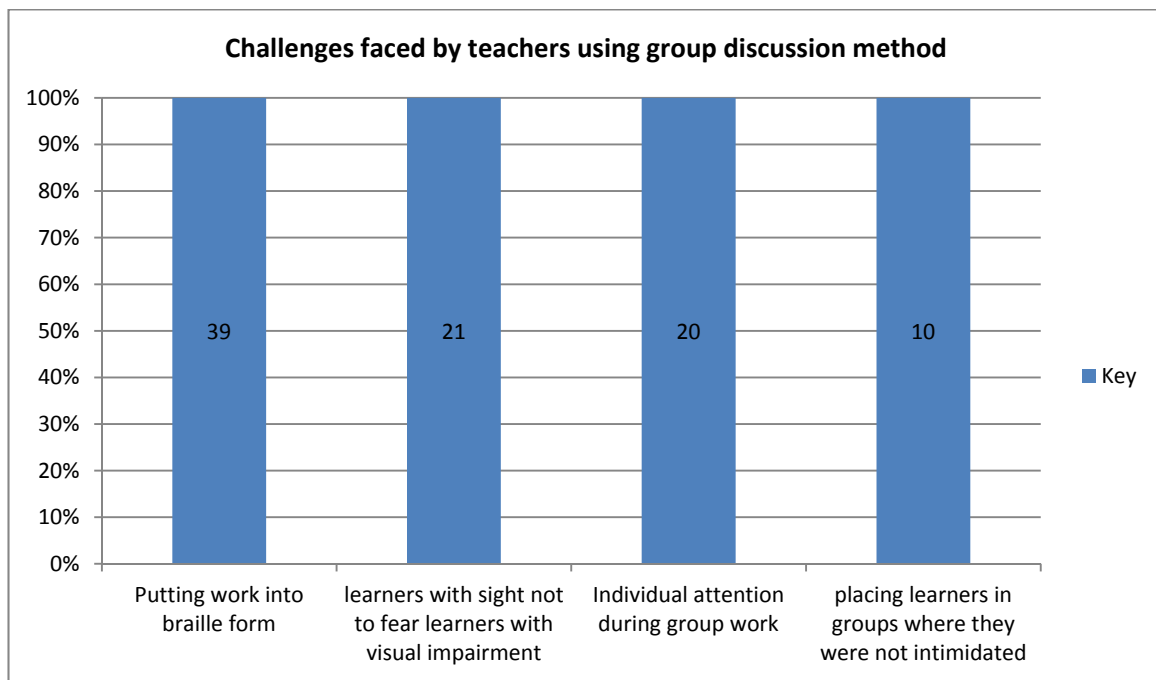


Fig: 2 Challenges faced by teachers while teaching learners with visual impairment using group discussion

During observation lessons in the study schools teachers were observed writing questions for group discussion on the board without work in braille form for learners with visual impairment, individual attention was not administered to learners with visual impairment during group discussion, learners with visual impairment were inactive during group discussion and were feared by learners with sight for example they were not sitting near learners with visual impairment.

The analysis of these findings was that teachers faced challenges when teaching learners with visual impairment using group discussion. This was due to the following difficulties they faced. Mostly, the teachers had difficulties with the preparation of work into braille form for learners with

visual impairment. Secondly, teachers had difficulty in helping learners with sight not to fear learners with visual impairment. Thirdly, teachers had difficulties in administering individual attention to learners with visual impairment during group discussion. Then lastly, it was difficult to place teachers in groups where they could not be intimidated.

Demonstration

One of the responses, 26 teachers reported that, they did not find it easy to teach learners with visual impairment at one to one level due to lack of skills and large numbers of learners in those classes. It was also because learners with visual

impairment needed more time than what has been officially stipulated.

Another response, 15 teachers stated that, it was difficult to make learners with visual impairment understand what was being demonstrated or taught and verify the results.

The other response, 24 teachers expressed having difficult of how to make or modify teaching aids to be used during

demonstration lessons to suit the needs of learners with visual impairment.

Lastly, 25 teachers responded that, they had difficult to balance the attention for both the learners with visual impairment and learners with sight in class during demonstration lesson.

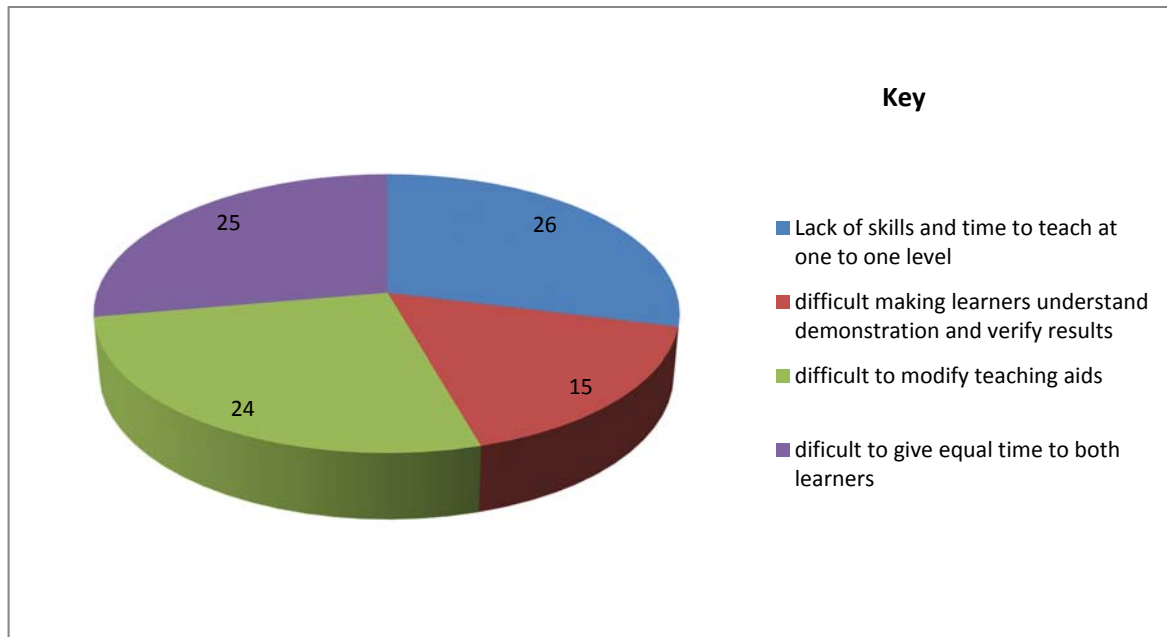


Fig 3: Challenges teachers faced when teaching learners with visual impairment using demonstration method.

The analysis of these findings was that teachers faced challenges when teaching learners with visual impairment using demonstration method. This was because they had no skills to use and no extra time beyond the stipulated time in order to teach learners with visual impairment at one to one level. Teachers had difficult to make learners with visual impairment understand demonstrations and verify the results, teachers had difficulties to modify the teaching aids and giving equal time to both learners with sight and those with visual impairment.

Inquiry

Starting with the first response, 25 teachers explained that they faced troubles in coming up with alternative research topics which could suit learners with visual impairment because some topics were difficult for learners with visual impairment due to their lack of sight.

The second response from 15 teachers was that, learners needed guidance when inquiry method was used because learners with visual impairment had difficult to move alone and make inquiries on their own. Thus, teachers had difficult to find a suitable guide for them as a result teachers left

learners with visual impairment to choose the guide for themselves in most cases.

The third response from 13 teachers was that, some tasks were too involving as a result lack of time to be with learners with visual impairment all the time was another challenge teachers faced.

The fourth response from 17 teachers was that, when learners with visual impairment were carrying out research sometimes they were discouraged to continue and other times they ended up discovering nothing. Other times learners with visual impairment were misled by the sighted guides and ended up discovering something else.

The fifth response 20 teachers stated that, some of the topics were posing a lot risk on learners with visual impairment, as a result learners were left out because teachers had difficult to involve learners in those topics due to their lack of vision. The main contributing factor was that, teachers were not protected by the law and in cases were accidents occurred it was just regarded as negligence on the part of a teacher and at times teachers were penalized or jelled.

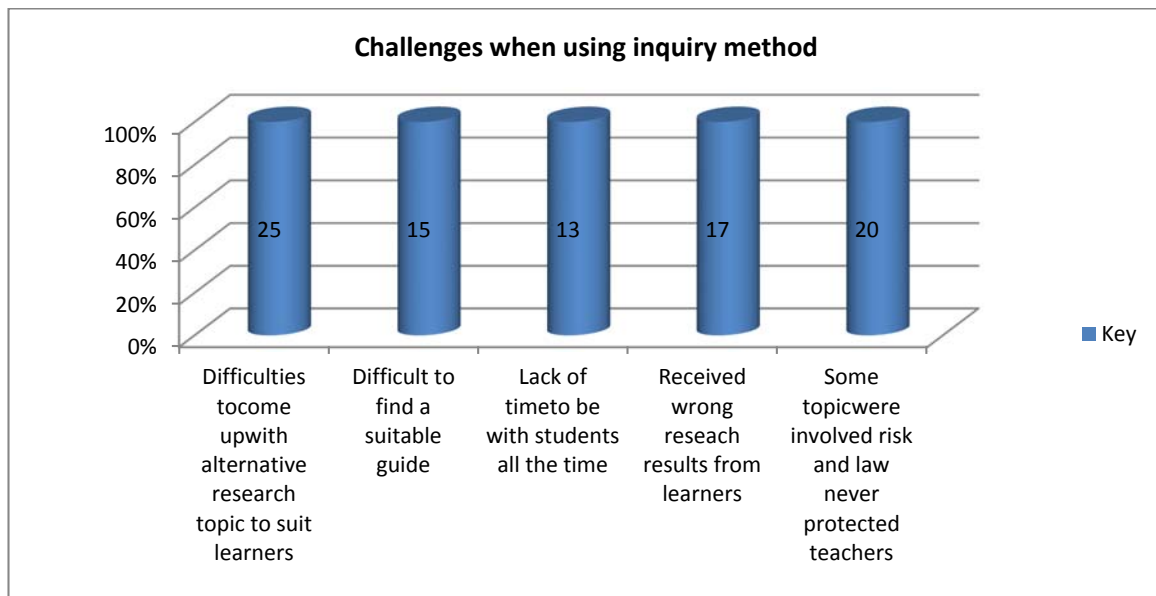


Fig: 4 Challenges teachers faced while teaching learners with visual impairment using inquiry method

During observation in the study school inquiry method was not seen being practiced by those teachers who were observed. The analysis of these findings was that, teachers faced challenges when teaching learners with visual impairment using inquiry method. This was because the teachers had difficulties to find a suitable alternative topic to suit learners with visual impairment, they had difficulty to find a suitable guide for learners with visual impairment, there was lack of time for teachers to be with students all the time of their research, difficulties of receiving wrong research results from learners with visual impairment and some research topics were risk to learners with visual impairment and there was no law to protect teachers as a result in the cases where accidents occurred teachers were vindicated.

Discussion

The discussion is based on the challenges teachers faced while teaching using traditional teaching methods. The findings of this study was that teachers faced challenges when teaching learners with visual using traditional teaching methods. This was because of the following difficulties discussed below which they experienced resulting into poor performance and lack of classroom participation of learners with visual impairment.

Question and Answer Method

The explanation according to the teachers' experiences when question and answer method was used was that, they had difficulty when they were using this method. The challenges faced were that of having no suitable teaching method to use when teaching learners with visual impairment. Rosenberg et al, (2011) argued that, when teaching learners with visual impairment teachers need to make use of the remaining senses appropriately. The researchers were in agreement with Rosenberg and others in that, a teaching method which involves the use of the remaining senses was required to combat the problem of not having specific teaching method that could have been used by teachers to teach learners with visual impairment. In addition, Penda and Ndhlovu, (2014) argues that, learners are taught holistically using Art Education teaching method which involves the use of **perception, cognition, touch and creativity**, they benefit a lot and grasp concepts taught to them.

Other challenges were that of having no skills to use when teaching the learners as well as the challenge of teaching abstract concepts and phrasing of question in order to help learners understand the questions. The teachers failed to read and write braille and to prepare enough questions. Learners were failing to express themselves while teachers were teaching them. The findings were in line with the study carried out by Sight Saver International (2011) who stated that in Zambia teachers feel unable to accept learners with visual impairment in their classes because they are unsure of how to teach them. As researchers we agreed to the findings of the Sight Saver International who were in line with what we discovered though they did not highlight the challenges which were discovered in this study. The findings urge us to propose that school based training was required in order to equip teachers with necessary skills especially those who were handling learners with visual impairment in their classes.

Expository Method

The challenges teachers were faced with when they used expository method were as follows: Teachers had difficulty on how to help learners with visual impairment perform well and not lag behind academically and the difficulty to explain drawings on the board and pictures. Kauffman et al (2003) postulated that, when teaching learners with visual impairment the teacher should use raised materials such as tactile drawings and pictures because un-raised materials such as graphical pictures is of no value and help to these type of learners. The researchers were in support of Kauffman and others' findings because raised materials help learners acquire the required information and perform well academically.

Furthermore, teachers found it not easy to make the learners with visual impairment become active participants during the lesson. It was argued by researchers that, learners with visual impairment were supposed to be given chance by teachers to participate in order for them to take part in the lesson. This was in line with the findings of Kennedy (2003) who found that learners with visual impairment can participate actively in the lesson if teachers involve and train them to use their imaginations and ideas creatively.

Teachers found it difficult to explain gestures as part of communication. Researchers argued that, teachers were supposed to tell learners verbally the meaning of their gestures in order to help learners with visual impairment to get full

information of what was being communicated to them. As Ausubel (2003) states that, when the teacher is teaching, using gestures or writing on the board he or she should remember to inform the learner with visual impairment of what they are doing, saying and writing on the board in order to make the learners be aware of whatever teachers are communicating.

Teachers faced difficult of how to help learners with visual impairment remember what was taught to them. In this case researchers argued that, learners with visual impairment were supposed to be taught mnemonics to help them remember what was taught to them. As supported by Penda and Ndhlovu (2014) that, learners with visual impairment can be trained to use their thoughts during the learning process to store information with the use of mnemonics and remember information with less difficulties.

Teachers experienced the difficult of being tired because expository method was involving due to repetition of same points several times in trying to help learners understand what was being taught. Researchers argued that, teachers were supposed to use multi-sensory approach combined with expository method in order to avoid repetition of points and getting tired. This is supported by Penda et al (2015) who stated that, using the element of cognition, learners with visual impairment can acquire knowledge and skills using residue senses such as smell, hearing and taste with less difficulties.

Group Discussion Method

The challenges teachers were faced with when they used group discussion method when teaching learners with visual impairment were as follows:

Mostly, the teachers had difficulties with the preparation of work into braille form for learners with visual impairment. In this case teachers needed the training of braille reading and writing because braille is of tremendous value as an alternative communication medium for those learners who are blind but those whose remaining vision does not enable them read in small font enlarged print can do (Kirk, et al. 2009). Furthermore, a study carried out by Sight Saver International in (2009) on what causes poor academic performance among learners with visual impairment was the lack of skills to use by teachers which made them face difficulties while teaching them and have a negative attitude such as not wanting to teach the learner with visual impairment not even marking their work if at all they teach them. Researchers argued that, school based training was going to be of help to both teachers in acquisition of braille skill to use when teaching learners with visual impairment.

Secondly, teachers had difficult in helping learners with sight not to fear learners with visual impairment. The researchers argued that, teachers were supposed to be the models by being friendly to learners with visual impairment. This idea from researchers was supported by Lewis and Doorlag (1994) that, the teacher should be the model of good behavior towards the learners with visual impairment and should explain information, present rules, principles and examples to learners with sight on how to befriend, relate and socialize with learners with visual impairment.

Thirdly, teachers had difficulties in administering individual attention to learners with visual impairment during group discussion. Muzumara (2008) explained that, teachers need to develop an understanding of the underlying dynamics of learning process for learners with visual impairment and support them by giving them sufficient guidance in order to motivate them to participate fully. Thus, basing on Muzumara's explanation researchers argued that, even during

group discussion individual attention was supposed to be given to learners with visual impairment especially during the time when teachers were monitoring the discussions in the groups.

Then lastly, it was difficult for teachers to place learners with visual impairment in groups were they could not be intimidated. The researchers supported the idea of Merello, (2007) who stated that, teachers need to encourage learners with visual impairment to work with other learners with sight and train them to feel free to express the experiences they encounter in accessing information or task or understanding the learning process and skills to their fellow learners who could be of help to them. Researchers felt that, if teachers had trained and encouraged learners in this manner they couldn't have experienced less or no difficult when placing learners with visual impairments in groups.

Demonstration Method

The challenges teachers were faced with when they used demonstration method when teaching learners with visual impairment were as follows:

Teachers had no skills and had difficulties of making or modify the teaching aids to use when teaching learners with visual impairment. Dykes, (2001) explained and researchers agree with him that, the skills needed when teaching particular subjects while teaching learners with visual impairment involves either bringing of the specific items as teaching aids to the classroom or making a model in a raised form. In addition, Kirk et al (2009), asserts that, when teaching learners with visual impairment intervention measures are very cardinal because some equipment and activities may need to be modified to allow learners participate in the lesson. For instance, when teaching about an insect in the science subject, the teacher needed to make a model of an insect and name all the parts of insects and their functions or bring the real insect to be used as a reference point by allowing learners to touch it as long as it is safe to do so, in this way teachers could have found it easy to teach learners with visual impairment with minimal or no problems at all.

Teachers had also no extra time beyond the stipulated time in order to teach learners with visual impairment at one to one level. Best (1992) argues that extra time allowance is one such an important intervention which should be taken into consideration when teaching learners with visual impairment due to the fact that, extra time allowance is extremely important for them to process information because they take long to do all the activities for example when reading a text they take longer time than learners with sight. Researchers argued that if extra time was allocated to learners with visual impairment it was going to mean that the longer time they took when doing academic activities was taken into consideration.

Teachers had difficult to make learners with visual impairment understand demonstrations and verify the results. Researchers agreed that, learners with visual impairment do face challenges during demonstration lesson especially in subjects such as agriculture and science where chemicals are used and it is a most likely thing to happen. However, learners with visual impairment needed to be assisted either by the teacher or learners with sight or train them to seek for help. The idea is supported by Westwood, (2003) who stated that, learners with visual impairment need to be trained and encouraged to seek for help when they need it and learners with sight should be trained to give assistance and support to learners with visual impairment. Furthermore, Fiorentino, (2014) asserted that, with the coming of the new technology a teacher can even provide instructions and information to a learner with visual

impairment on any instrument such as a recorded tape, a computer and a flash.

Teachers had difficulties of giving equal time to both learners with sight and those with visual impairment. Teachers were required to give equal opportunities to both types of learner as that was their right in order to meet their educational needs. For instance, Peterson and Hittie, (2003) explained that, teachers needs to meet the diversity needs of learners in the classroom by adapting the material and teaching methods to the learners needs and giving them equal opportunity in order to meet the educational goals or opportunity for every child.

Inquiry Method

The challenges teachers were faced with when they used inquiry method when teaching learners with visual impairment were as follows:

Teachers had difficulties to find a suitable alternative topic to suit learners with visual impairment. Another challenge was that, some research topics were risk to learners with visual impairment and there was no law to protected teachers as a result in the cases were accidents occurred teachers were vindicated. In the case of research topic, according to Chitamani (2012) teachers should give chance to learners with visual impairment to choose the topic for their project or research and only give them guidance where necessary. Furthermore, Collings, (1983) argued that teacher should help a learners with visual impairment by providing enabling situation and the topic for research should come from the learner. Researchers were in agreement with Chitamani and Collings idea because if learners with visual impairment are left to choose the topic for research it makes them become motivated with a zeal to finish their research successfully.

Teachers had difficult to find a suitable guide for learners with visual impairment who could not mislead them and there was lack of time for teachers to be with students all the time of their research. We agree with Dykes (2001) who observed that, a child with visual impairment often depend on the intervention and assistance of knowledgeable teachers and others to experience and learn things that are not within their reach. In this case the teachers were supposed to give guidance to learners with visual impairment during the time of research step by step according to the stages of a research.

Teachers' experienced difficulties of receiving wrong research results from learners with visual impairment. Bishop, (1996) explained that, the teacher should discuss the topic for research first with the class and secondly with individual learners in order to arouse and build interest in learners with visual impairment who would in the long run have the clue and zeal to source for the data or information relevant to the subject matter for them to be actively involved and finish their research successfully.

Conclusion

Based on the discussion of findings the paper concludes that teachers faced challenges when teaching learners with visual impairment using traditional teaching methods. For instance these challenges faced by teachers were as follows; for question and answer method there was a problem of communication, phrasing of questions, no suitable teaching method, pupils failing to understand what they were teaching. For expository method challenges were forgetfulness, poor academic performance and passiveness among learners, teachers felt tired and problem of communicating using gestures to learners who could not see them. For group discussion method challenges were difficulties due to lack of

braille skills, difficulties of placing learners in groups where they could benefit, difficult to monitor learners with visual impairment and helping learners with sight not to be afraid of learners with visual impairment. For demonstration method, teachers had difficult of teaching learners with visual impairment at one to one level, make them understand demonstrations and verify results, modifying teaching aids and balancing of attention given to learners with sight and those with visual impairment. Challenges teachers faced when using inquiry method were the trouble of coming up with research topic, some topics being too risk, suitable guide for learners with visual impairment, lack of time to be with students all the time of research, learners presenting wrong results.

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