
RESEARCH ARTICLE

Usefulness of Social Model of Disability for Teaching Visually Impaired English Language Learners

Emel Saeed¹, Dr. Zahida Mansoor² ✉ and Ms Hajra Ikram³

¹Researcher, National University of Computer and Emerging Science, Lahore, Pakistan

^{2,3}Assistant Professor, National University of Computer and Emerging Science, Lahore, Pakistan

Corresponding Author: Dr zahida Mansoor, **E-mail:** emel.saeed@nu.edu.pk

ABSTRACT

Visually disabled people confront numerous problems in learning and completing typical activities due to their peculiar physical condition. This study aims to focus on the usefulness of the Social Model of Disability for English Language Teaching to visually impaired students in the institute of Pakistan. The visually students are those who study with other students in the same public sector. We are comparing Punjab University and Lahore College of Women University with the other universities that are not using the social model of disability Government graduate college of science and Samanabad College. The results indicate that the Social Model of Disability can help disabled students and teachers understand each other better. The way language is taught in their institution provides them with the same possibilities to study language as other students; it was demonstrated that students believe that their language teacher is assisting them in overcoming language learning hurdles. So, it has been concluded that Punjab University and Lahore College of Women University are using the social model of disability in their teaching of visually impaired students, while the Government graduate college of science and Samanabad college is not using this social model in their teaching.

KEYWORDS

Visually, Impaired, English Teachers, The Social Model of Disability

ARTICLE INFORMATION

ACCEPTED: 20 September 2022

PUBLISHED: 26 September 2022

DOI: 10.32996/jeltal.2022.4.4.1

1. Introduction

Visual impairment is a syndrome in which a visually impaired person's vision appears to be significantly degraded, preventing him from balancing and organizing his entire life. Although this may appear to be harmful to the person who is affected, the truth is that a visually impaired person's attitude toward his situation makes him vulnerable to maintaining personal and societal balance. Vision impairment diminishes people's social abilities and lowers their quality of life, according to Sarabandi and Kamali (2012). For a decade, examinations and exploration in the field of wellbeing and vision have underlined the significance of social bonds, which are often underdeveloped among visually impaired people. According to the research, visual abnormalities have a significant impact on people's competence in everyday practice and are thus regarded as a significant source of impairment. The 'rehabilitation goal' is a current need. Visual impairment makes it difficult to live a regular life (Malik et al., 2018).

In general, visually disabled students have difficulty because human eyesight is a primary stimulant for language learners; studying a foreign language is a good idea. Students rely on residual hearing and motor-kinesthetic cues to get by learning when they are visually impaired. There are at least two primary impediments in the classroom when it comes to teaching the language. At the point when the informative materials are sight-based illustrations, the first is the case. The materials in the lessons are in a visual format, such as photographs. The classroom may then have difficulty avoiding instructional strategies focused on visual perception. The second scenario arises when teachers are unaware of the student's special needs and the long-term effects of their visual

impairments. They don't know how to communicate with the students. They also have a limited understanding of the cognitive effects of visual impairments on a child. (Malik, S., et al., 2018)

Children struggle to comprehend and figure out the world in the convoluted social milieu in which they live, play, and study. Many examinations have explored visually impeded youngsters' variation to their visual hindrance and their fight to make sense of the environment and how it works, as well as their effort to construct meanings, maintain social contacts, and uncover norms and relationships. They're supposed to have a different perspective on the world and school activities than those who aren't. As a result, the methods utilized to teach the visually disabled in general and English, in particular, have changed, as well as the theoretical suppositions that underpin such teaching or instruction are expected to differ significantly.

Visually disabled individuals experience issues in performing their everyday activities. [Some individuals might not be able to peruse anything by any means, while others might experience issues perusing close-up or distant relationships. Somebody who is partially visually impaired experiences issues zeroing in on objects that are distant or often at their hand's reach. Every day is an ordeal for individuals who experience visual disability (Kleynhans, S. A., & Fourie, I. 2019).

11.6 million Individuals in Pakistan are visually impaired or have other physical disabilities. A total of 2.3 million people are visually impaired or partially visually impaired. Every year, 130 thousand people become visually impaired as a result of cataracts. The cataract is the most well-known cause of avoidable vision loss, accounting for roughly 70% of all cases. The social model of inability assists us with perceiving barriers that make life harder for disabled individuals. These disabilities are recognized just like the actual climate, individuals' perspectives, how individuals impart, how establishments and associations are run, and the way that society victimizes us who are seen as 'various'. The schooling framework for the visually debilitated is extremely important and should not be overlooked (Ahmed, Khan, and Nasem, 2011).

With time, and as the degree of care has increased, Pakistan is moving forward in this area, and the government is taking the necessary steps to ensure the help of apparently impaired adolescents in their family's adjustment as well as in their overall well-being. The point of this research is to review and evaluate the continuous educational system concerning a custom curriculum for visually disabled youngsters and investigate difficulties in the family framework to their relatives' moral and practical help (Khan & Behlol, 2014).

The Education Department was in charge of these institutions, as well as a variety of other schemes for constructing buildings and providing trained stalls for such students in Pakistan. They were given the status of an attached division of the Instructional Department by the Secretariat of Special Education Punjab in 1983-84. In 2003-04, a dependent institution for the visually impaired, deaf, and dumb was established. Under the Educational Department, there were 51 institutions in the province with a total enrollment of 4265 special children. It has now grown to 303 locations, serving nearly 36,000 special children, with 20 special educational institutions devolved from the federal government. If we talk about today's institutions for the visually impaired, Dumb, and Deaf are working at the tehsil and town level (Special Education Department, Government of Punjab).

A social model of disability is significant for some promoters and scholastics. It frames their field of study and informs everybody to think concerning "disability" as a drawback made by a mix of two elements: (1) an individual's physical or mental qualities and (2) the general climate, which is undoubtedly somewhat developed by others. Before impediment sets in, the two factors might be required. The model, which was initially recondite, is presently viewed as ordinary learning in disability studies. Its causation story has been a message of the disability privileges development since the 1970s, and Michael Oliver's *The Politics of Disablement: A Sociological Approach* seemed the idea in the Western scholarly world in 1990 (Danforth, S., 202).

The ease of the social model helpers' address bumping influence on any standard perspective portrays powerlessness as a singular setback. Without a doubt, the model has been credited with empowering change in many plans. Fragments of the Americans with Disabilities Act (ADA) display that a bunch of conditions ought to be adjusted to make individual ascribes less disabilitytyping. An administration district court used tantamount principles to hold that U.S. paper cash pardons the Rehabilitation Act.

The debate is that our divisions, unlike different new bills which change in size and surface, are not conveniently undeniable to astound people. In basically indistinguishable significant soul, the United Nations General Assembly embraced the Convention on the Rights of Persons with Disabilities in December 2006. The Convention revolves around the "importance of responsiveness to the physical, social, money related and social climate in empowering people with disabilities to thoroughly take part in every single ordinary opportunity and central entryways." Academics have shown that the social model is a normalizing defense behind such measures (Danforth, S., 202)

During the 1960s and 1970s, motivated by the incredible social liberties developments of the time, Disabled individuals began to scrutinize their background and why such countless Disabled individuals were regulated and barred. Debilitated individuals began to examine and foster comprehension of Disabled individuals' encounters that fundamentally interrogated society's presumptions concerning what Disabled individuals endlessly couldn't do and how Disabled individuals ought to live. The Union of the Physically Disabled against Segregation (UPIAS) and the Liberation Network of People with Disabilities were among the principal associations to arise during the Civil Rights Movement. These assemblies were constrained by and for incapacitated individuals, which were imperative and captivating at that point, and urged disabled individuals to foster their political reasoning and effectively fight for progressive change (Incorporation London, 2015).

The social model of disability was made in light of the far and wide utilization of individualizing clarifications for people with disabilities difficulties. It spearheaded a "full scale" or persuasive perspective on society, in which the entire is thought of as bigger than the number of its parts. The social model was established on the possibility that concentrating on people in disengagement or associations between people is deficient in grasping cultural issues. The social model got gigantic help from disability freedom activists and ended up being emancipatory to disabled people also.

Social Model, often known as a "boundaries approach," presents a "road map" that addresses both the obstacles that afflict persons with disabilities and how these problems can be removed, limited, or countered by various types of help. The following are three of the methodology's key crippling boundaries: Attitudinal Barriers, Physical Barriers, and Communication Barriers. This incorporates information and correspondence-related disabled, like the absence of British Sign Language, a go-between for Deaf individuals and the absence of hearing acceptance circles, absence of data in various open configurations like Easy Read, plain English, and huge text style. Boundaries "cripple" by making avoidance, segregation, and weakness for individuals with a disability.

1.1 Purpose of the Study

This research analyzed the usefulness of the Social Model of Disability for English language teaching to visually impaired undergraduate students in Pakistan by comparing the use of this model in two institutes in Pakistan.

1.2 Problem Statement

In Pakistan, some institutes are following the social model of disability for teaching visually impaired students, they follow the same procedure, but they don't know the name of which model they are using.

1.3 Research Objectives

To explore the impact of the social model of disability on teaching visually impaired English language learners.

1.4 Research Questions

Q: What is the impact of the social model of disability on teaching visually impaired English language learners?

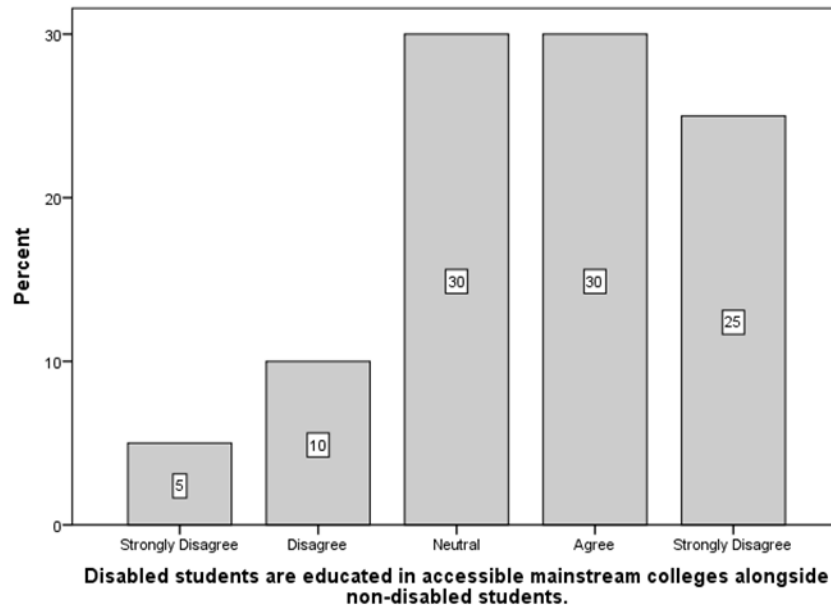
2. Methodology

Through the collection of measurable data and the application of statistical, mathematical, or computer methods, quantitative research is the systematic analysis of phenomena. Quantitative methods place emphasis on precise measurements and the statistical, mathematical, or numerical analysis of data gathered through surveys, polls, and other types of research, as well as the manipulation of statistical data that has already been obtained using computing methods. Quantitative research focuses on collecting numerical data and using it to understand a specific event or generalize it across groups of individuals. (Bhat, 2018) In this research, the sampling method used is Convenience Sampling this research.

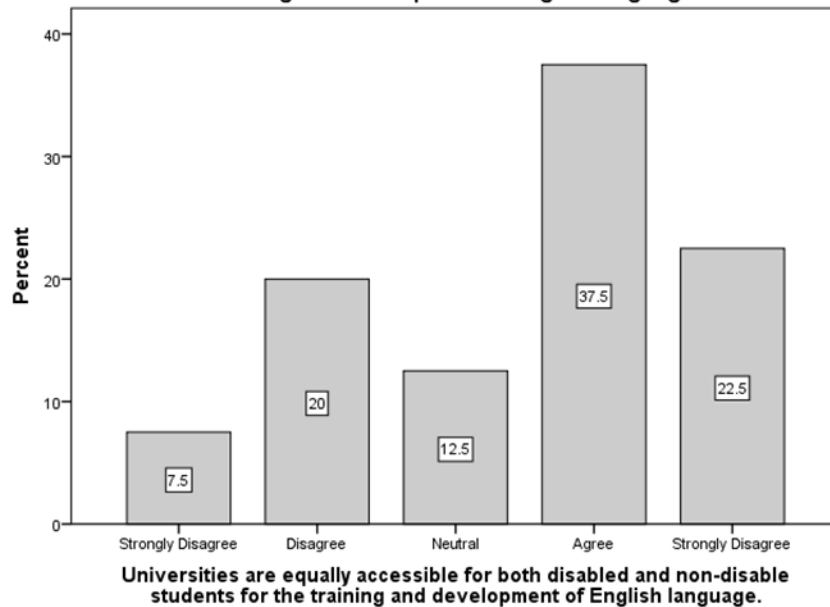
For disabled students, the Social Model of Disability has proven to be quite beneficial. Nearly 57.5 % of respondents agreed that this strategy helped disabled students in openly discussing their needs, experiences, and language barriers with teachers. There are 25% of those who strongly disagree with it. 10% of respondents were neutral, while 5% strongly agreed. According to the remaining 2.5%, they simply disagree. This model proved very helpful for students, and they agreed to it. According to 55% of language teachers, the Social Model of Disability helps in the reduction of language barriers. The result shows that teachers also accept the fact that the Social Model of Disability is eliminating the language barriers and is helpful for students to learn to achieve their big dreams in life.

It was discovered that the participants were satisfied with their institutions' participation in language instruction. It was rated positively by individuals, while it was rated negatively by dissatisfied participants. The remaining was all neutral. It demonstrates that institutions are effective for language learners, but they still need to develop and consider the concerns of those who are dissatisfied. Most people share this viewpoint, and they are all content with their professors' roles. Participants were dissatisfied, while the rest were neutral about it.

Disabled students are educated in accessible mainstream colleges alongside non-disabled students.



Universities are equally accessible for both disabled and non-disable students for the training and development of English language.



3. Discussion and Conclusion

This study aims to compare the usefulness of the Social Model of Disability for English language teaching to visually impaired students in the institute Punjab University and Lahore College of Women University with the other universities' Government graduate college of science and Samanabad College. According to the survey, many people agreed with the beneficiary use of the Social Model of disability. This model proved very helpful for students, and they agreed to it.

This strategy helped disabled students openly discuss their needs, experiences, and language barriers with teachers. The social model of disability considers handicapped people to be disabled not because of their disabilities (such as visually impairedness or autism) but because society has failed to consider their needs. People are disabled by societal barriers, not by their impairment or difference, according to the paradigm. The social model assists us in identifying impediments that make living difficult for people with disabilities. Disabled persons gain more independence, choice, and power when these barriers are removed. The Social Model of Disability can help disabled students and teachers understand each other better. The majority of respondents are satisfied with

the way language is taught in their institution provides them with the same possibilities to study language as non-disabled students.

They are also satisfied with their institutions' provision of equitable opportunities in the classroom for improved English language teacher communication. Individuals with hindrances, as per the Social Model of Disability, are 'disability' by cultural boundaries that prohibit and separate them. From the findings of the survey, it was demonstrated that students believe that their language teacher is assisting them in overcoming language learning hurdles. Most people share this viewpoint, and they are all content with their professors' roles. According to 55% of language teachers, the Social Model of Disability helps in the reduction of language barriers. The result shows that teachers also accept the fact that the Social Model of Disability is eliminating the language barriers and is helpful for students to learn to achieve their big dreams in life. Children with special educational needs (SEN) have generally been isolated into discrete learning settings. Students with SEN should be integrated into mainstream colleges, according to the majority of them, to optimize their learning opportunities. People mostly agree that they are satisfied with studying in mainstream universities because they have equal access to sources that abled students enjoy.

The Social Model of Disability can help disabled students and teachers understand each other better. The way language is taught in their institution provides them with the same possibilities to study language as other students. So, it has been concluded that Punjab University and Lahore College of Women University are using the social model of disability in their teaching of visually impaired students, while the Government graduate college of science and Samanabad college is not using this social model in their teaching. By following this model, disabled students can also do those things that normal student does. Punjab University and Lahore College have separate departments for teaching them, while Government graduates college of science and Samanabad College do not have such facilities for students.

4. Future Implication

In light of this comprehensive study, the following implication for future research is made. According to the survey conducted in this research, the student faces difficulties in the English language because they are unable to make notes of the lecture, and they are no E- libraries in their instruction. They can learn a language in a better way if they have access to digital books.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

- [1] Ahmed, M., Khan, A. B., & Naseem, F. (2011) Information Accessibility for Visually Impaired Students. *Pakistan Journal of Information Management and Libraries*, 22, 16-36.
- [2] Bhat, A. (2018, December 3). Quantitative Research: Definition, Methods, Types, and Examples | QuestionPro. QuestionPro. <https://www.questionpro.com/blog/quantitative-research/>
- [3] Bolt, D. (2019). From visually impairedness to visual impairment: Terminological typology and the social model of disability. *Disability & Society*, 20(5), 539-552.
- [4] Danforth, S. (2021, December). A pragmatic evaluation of three models of disability in special education SpringerLink. <https://link.springer.com/article/10.1023/A:1012281312012> delivering instruction. *Journal of Vision Impairment and Visually impaired ness*, 96(5), 305-321.dFjGxIQAAAAA:2emUCq-xz2B
- [5] Incorporation London. (2015, May 23). The Social Model of Disability. Inclusion London. <https://www.inclusionlondon.org.uk/disability-in-london/social-model/the-social-model-of-disability-and-the-cultural-model-of-deafness/>
- [6] Khan, M. D. (2006). Prevalence of visually impaired and visual impairment in Pakistan: the
- [7] Kleynhans, S. A., & Fourie, I. (2019). Ensuring accessibility of electronic information resources for visually disabled people: The need to clarify concepts such as visually disabled. *Library Hi Tech*.
- [8] Malik, S., Abd-Manaf, U. K., Ahmad, N. A., & Ismail, M. (2018). Orientation and Mobility Training in Special Education Curriculum for Social Adjustment Problems of Visually Disabled Children in Pakistan. *International Journal of Instruction*, 11(2), 185–202. <https://doi.org/10.12973/iji.2018.11213a>
- [9] Pakistan National Visually impaired ness and Visual Impairment Survey. (n.d) Investigative ophthalmology & visual science, 47 (11), 4749-4755.
- [10] Social model of disability | Disability charity Scope UK. (n.d.). Scope. <https://www.scope.org.uk/about-us/social-model-of>
- [11] Special education department. (n.d.). Retrieved from <https://sed.punjab.gov.pk/>