

EFL Vision Impaired Teacher's Classroom Management in the Ryes of His Sighted Teenaged Students

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Abstract

Studies on how a visually disabled educator is able to teach a regular class of sighted teenaged learners are rarely available. In commemoration of the international day of disability on December 3, this article is intended to foreground a blind teacher's practices of EFL classroom management through the lens of his sighted teenaged students. This article will illustrate some evidences discovered from a bigger unpublished research carried out in 2010. However, due to the absence in the academic literature, these evidences are immediately relevant and critical for contemporary society in Indonesia and other countries in similar situation to have adequate understanding of how a blind educator is equally capable to manage a regular classroom. This present study was conducted to explore what blind teacher's classroom management-related insights sighted teenaged students revealed. The data for this study were taken from the interviews with ten students and were qualitatively analysed. Eight themes were generated: students' presuppositions; contrasting views regarding their vision impaired teacher and sighted teachers; vision impaired teacher's competences; classroom atmosphere, proximity and appropriacy; monitoring, movement and

awareness; speaking manner, audibility and voice adjustment; seat, instructional and class organisation; and supports. In general, it turned out that all participants unexpectedly had significantly engaging and encouraging learning experiences from their vision impaired teacher. Accordingly, the study offers valuable recommendations for legislators, teacher training institutions and employers in Indonesia and other countries.

Keywords: *teacher with visual disability, classroom management, sighted teenaged students, regular classroom*

1. Introduction

In Indonesia, teaching is not a common profession for people with vision impairment. Most of the population work as massage therapists most of whom still struggle to live a decent life. According to WHO, most people with disabilities worldwide including those in Indonesia are living in poverty. Due to rare opportunity to secure employment, the majority have no better option but to choose to be self-employed as either massage therapists or musicians (Gayatri & Suriata, 2020). After these two most common professions, minority of the population manage to secure a teaching profession or to work as civil servants. Although some manage to achieve their obsession, teaching profession for people with vision impairment is still largely confined to the special schools for the blind. Tarsidi (2005) noted that roughly 200 educators with vision impairment, about 0,0001 % of Indonesian population or 0,005% of all Indonesian with vision impairment, mostly worked in special schools and few in higher education. Despite its small prevalence, this number indicates that teaching is apparently one of the dreamed professions that individuals with vision impairment hope to secure.

It comes with no surprise if little is known about Indonesian regular EFL classes managed by educators with vision impairment. Few research publications on Indonesian EFL classroom management that are credible and accessible online exclusively portray the nature of EFL classroom management performed by sighted educators (Habibi et al., 2017; Habibi et al., 2018; Ningrum, 2017; Rindu & Ariyanti, 2017; Rozimela, 2016; Ulfah et al., 2020; Utami, 2017). This shows an apparent gap in the contemporary scholarship. This gap therefore highlights a profound importance to explore strategies conducted by vision impaired educators who have managed to enter a teaching profession and therefore establish their teaching career. As they continue teaching, they certainly encounter dynamic challenges and therefore develop alternative strategies to deal

with unique situations in their career. Due to this absence, it is hard to establish a solid ground to convince society about teaching profession employment equality for teaching profession in the country. For this reason, to be able to educate evidence-based understanding and establish equality at the same time, this article aims to explore the implementation of EFL classroom management performed by a teacher with vision impairment as revealed by his sighted students through the lens of a narrative enquiry.

2. Literature Review

2.1. Visual Impairment

Seen from its general term, it has been clear that visual impairment refers to the disorder of sight organ that results in an opaque vision or even a complete darkness. Farrell (2008) explains that someone is considered to have visual impairment only if the best corrected vision is significantly outside the normal range for near and distance visual acuity (clarity or sharpness of vision). He further clearly defines the term ‘visual impairment’ is used to indicate a continuum of loss of sight, which includes blindness and low vision.

In another perspective, the definition of visual impairment can also be resulted from one’s ability to perform educational/professional tasks without completely or partially depending on his/her visual sensory organs. Under this category, Farrell (2008) suggests that blindness means depend mainly on tactile methods, whereas low vision involves predominantly methods relying on sight. In another chance, Farrell also remarks listening is also important to enable persons with visual impairment to move around and work safely and effectively.” This is supported by the fact that technology advancement has brought about considerable accessibilities of audio devices and information. With the use of screen synthesizer installed to a computer, a visually-impaired is not disabled to access information and performs numerous tasks. This adds to the definition that visual impairment finally means making use of the remaining sensory organs pivotal for his/her work accomplishments. Respectively, persons with visual impairment undoubtedly use any assistive tools through predominantly touching and listening in order to compensate their weaknesses thus to change the condition of being formerly disabled into currently enabled.

2.2. Classroom management

For a few decades, classroom management has been regarded as a critical issue in education. It has been a part of the capacity that teachers must possess. A study by Simonsen et al.

(2008) summarise best practices of effective classroom management which are characterised by the following features. First, structure is maximised which means that instructional activities or classroom structure and the construction and its interior design or the physical structure of the classroom have to allow learners to gain maximum learning processes, experiences, improvement and mastery. Second, setting targeted expectations is critical. Therefore, teachers have to set up, communicate, maintain, adjust and aim to help learners achieve the expectations. Third, teachers have to design and deliver engaging instructions. Finally, teachers have to provide appropriate responses and feedbacks to both students' strengths and weaknesses.

More recent studies on classroom management reveal a broader notion of the issue. What happens inside a classroom is also influenced by factors external to a classroom and its members. Postholm (2013) reminds that teacher-teacher relation, teacher-parents or teacher-guardians relationship also contribute to the condition and orientation of the routines inside a classroom. All teachers need to collaborate, have common expectations, and implement standardised practices to establish and maintain conducive learning environment in every classroom. Parents and society to which every student belongs to are external actors whose role may be imperceptible but apparently influential. This highlights that family's background, ideologies, traditions, cultures, and other social elements that shape every learner contribute to how every student behaves, learns, and interacts and how classroom operates. This signifies the urgency for teachers to have good awareness and knowledge about individual students and their family's social and cultural influences. Therefore, as also recommended by George et al. (2017), teachers have to keep updated with best practices in classroom management that starts to extend its coverage of the discipline. This signifies continuous research and professional development initiatives on classroom management are required.

2.3. EFL Classroom management

Although much remains unexplored, few researches on EFL classroom management offer some useful understanding. EFL classroom management is found to be relatively more demanding. It deals not only with issues typically encountered by teachers of other content areas but at the same time also with issues exclusive to foreign language classes (Habibi et al., 2018; Macias, 2018). Similar to other teachers, EFL classroom managers are challenged by the complexities inside their blackbox. The discipline, motivation, attitudes, behaviours, participation,

performance and learning progress of the students, instructional materials and activities, and facilities are examples of what EFL teachers have to manage. These are issues commonly dealt by teachers of other subjects. Yet, medium of instruction in a foreign language, anxieties of learning in an unfamiliar linguistic environment, students' willingness to communicate in a foreign language, seating arrangement conducive for intensive interactions, more interactive and communicative activities done in a foreign language are examples of challenges pertaining to what EFL teachers encounter as a part of the classroom management. In other words, these challenges are certainly not encountered by teachers of other content areas. Therefore, classroom management in EFL settings can be understood as the capacity of effectively handling both common classroom challenges and language-related challenges in order to create learning atmosphere contributing to optimising students' learning mastery and developing their English proficiency.

Some studies also discovered that challenges may also come from factors external to classroom. They may not be identical exclusively to language classes. A study conducted by Tahir and Qadir (2012) foregrounded the voices of 229 EFL teachers on how general working condition, poor infrastructure, inadequate facilities, inappropriate educational background and outdated or absence of teachers' professional development trainings did negatively influence how EFL teachers managed their classrooms. Concerning the well-being of the teachers, low salary which is relatively common in developing countries inevitably exacerbated the condition (Habibi et al., 2018; Yulia, 2014). Low-income teachers had to spend other considerable time doing side jobs to make a living for their family. Having little or no time left, it is hardly possible for them to plan their lessons, reflect their teaching, solve problems, deliver proper assessment and provide constructive feedbacks to students. Apart from this, teacher-teacher relationship, teacher-parent relationship, culture and society are somewhat influential in determining the dynamics of the routines of a classroom.

To successfully deal with the classroom management challenges, as advised by Harmer (2007), EFL teachers are expected to perform ten important tasks. Firstly, an effective classroom manager is suggested to apply the best proximity- physical distance and emotional closeness to create encouraging and conducive classroom atmosphere. Furthermore, teachers have to apply the best appropriacy encompassing positive behaviours, anger management and the right level of formality. Afterward, teachers have to move around the class monitoring the class, interact with the students, be aware of everything in the class, speak audibly and vary their voices for different

instructional purposes e.g., lecturing, establishing order. Finally, teachers have to organise the students' seats, instructional activities and the class, and to monitor the learning progress.

2.4. The Practice of Classroom Management of the Visually-impaired Teacher

Studies on teachers with vision impairment in a regular classroom are extremely rare. However, two academic articles offer some valuable understanding. In university settings, Tarsidi (2005) and Yu and Chunlian (2019) share their personal experiences of teaching sighted students. As the most common practice to provide spontaneous highlights to sighted students, Tarsidi, a lecturer in Indonesia, learned to write block letters on the board. Whereas, Yu had no problem because he could already write prior to his sight loss at the age of thirty (Yu & Chunlian, 2019). For systematic lectures, both Tarsidi and Yu use a screen reading software installed in a computer connected to a projector. Using their talking computer, they can keep advancing their knowledge, perform paper works, prepare their lessons, deliver lectures to their sighted students and check their students' written works submitted electronically via email. To be aware of what is happening in their classes, they rely on their ears that undoubtedly have multiple burdens to hear the screen reader, listen to students' reactions and responses and to be mindful with the situation (Yu & Chunlian, 2019). As a strategy, Tarsidi keeps every student on their toes by calling their names from time to time with the help of a braille list of the students' names. Given this understanding, little is understood about how teachers with vision impairment teach teenaged students and how these students perceive about the teaching of a vision impaired teacher. For this reason, this present study was conducted to explore this important issue. Therefore, this article sought to answer the question of what vision impaired teacher's classroom management-related insights sighted students reveal.

3. Methods

3.1. Research approach

This research article presents a qualitative study. A narrative enquiry was opted to explore the practices of EFL vision impaired teacher's management of his classes attended by teenaged sighted learners. The study aimed to enquire the students' narratives based on their authentic learning experiences to have adequate understanding of the topic of the research. Mehrani (2017), Mendieta (2013), Zacharias (2016) Suggest that narrative enquiry is a useful tool to understand a

phenomenon in educational settings. Therefore, it was hoped that this study can give a significant contribution to understanding the different abilities or alternative strategies that vision impaired teachers can perform to manage a regular classroom of sighted pupils.

3.2. Participants

The study was conducted in a language school run by a non-profit organisation in Jakarta, Indonesia. It was an informal school intended for financially-disadvantaged high school students. After a series of selection tests, 110 students, all sighted, from more than thirty different high schools were given a scholarship to learn English twice a week for two years. The students were divided into two week day afternoon classes, two week day evening classes and one Saturday morning double class. Two week day evening classes and the Saturday class were taught by the vision impaired teacher.

Due to access to the research data is pivotal, convenient sampling was implemented. For the study, ten participants were selected conveniently. This was mainly based on their availability and consent. Ten students from the three different classes finally volunteered in the research. They were those who were mostly available for the research. They came to the school much earlier than all other students. Their house is also relatively closer than that of all other students so they were happy to stay for some time after the class in case the researcher needed to conduct follow-up interviews. Therefore, they were relatively the most approachable students for the study.

3.3. Data collection procedure

The data were gathered from a series of semi-structured interviews. Due to some time constraints and the participants' preference, the ten participants were not interviewed at the same time. Some were interviewed individually. But at some other time, two and three participants requested to be interviewed together. The interviews were done in Indonesian, audio-recorded and transcribed verbatim. Then, the participants were asked to read the transcripts for a member-checking to establish accountability, clarity and accuracy of the data (Zacharias, 2016). Afterward, the transcripts were analysed using Harmer's inclusive model of EFL classroom management (2007). It is considered "inclusive" because it does not state any discriminatory concept. One of which is "eye contact" which is typically found in all other classroom management frameworks.

In contrast, Harmer opts to use “awareness” as a more inclusive and universal concept as a part of a classroom management capacity. Besides Harmer’s model, other relevant theories were also used.

3.4. Data analysis procedure

The researcher developed a data analysis procedure derived from the constant-comparative analysis technique proposed by Strauss and Corbin’s (1990). It was originally for a Grounded theory research that they developed. Yet, this technique suits well with the nature of a narrative inquiry. Narrative inquiry is by nature iterative, emergent and interpretative (Zacharias, 2016). These principles require researchers to constantly compare the data fragments (iterative), see what emerges from the data (emergent) and make proper interpretations (interpretative). Due to the different nature of the researcher (first author) who is vision impaired and therefore unable to use visualisations, the analysis procedure was done using Microsoft excel computer application which is accessible with a screen reader.

To analyse the data, he conducted the following steps. He first created a data map where he put the questions and the answers of each of the participants in a table in Microsoft excel document. This map enables the researcher to do the iterative reading or the constant-comparative analysis. He could constantly go back and forth horizontally and vertically. As the data map was created, the researcher made a copy of it for further analysis. Then, he read the answers several times to be familiar and to mentally code the data. Using the participants’ words, in-vivo, the researcher located relevant fragments to each of the pre-figured themes based on the classroom management tasks proposed by Harmer. Other themes were derived from relevant theories due to the need to create more suitable themes for other fragments. After making sure that all fragments were placed under the right theme, each fragment within each theme was sorted based on its level of positiveness for more logical report management for a sound storyline.

4. Results and Discussion

Based on the interviews with ten students, eight themes were derived from the data. Chronologically, based on the researcher’s curiosity on revealing what the participants had to say about their experiences of becoming the students of a teacher with vision impairment, the first theme was about their “presupposition” prior to attending their first class. Then, by nature, most participants began to revise their first assumption and express contrasting views between their

presupposition and their personal experience and between their vision impaired teacher and their sighted teachers they usually had. These fragments generated a theme of “contrasting views”. As they narrated their experiences, they continued with describing about their “competences” of their vision impaired teacher. Afterward, they moved on giving illustrations of the “classroom atmosphere” including the teacher’s implementation of “proximity” and “appropriacy”. The narrations progressed on the teacher’s “monitoring” strategies including his “movement” and “awareness”. After this, the participants narrated their teacher’s “seat, instructional and class organisation” and his “speaking manner” including his “audibility” and “voice adjustment”. Finally, the participants advanced their narratives on "supports" the teacher receives.

Presupposition

Having no former experience with a vision impaired teacher, most participants narrated their negative assumption about their teacher prior to having their first class. Few, however, were positive about their teacher’s ability although they had never learned from a vision impaired teacher. Some excerpts in the following table illustrate this.

Table 1. Participants’ presupposition

Indonesian	Presupposition	English translation
P1: “guru tunanetra pasti ga bisa ngajar ni, wah.. mungkin kan apa.. kekurangan.. ah.. Malas gitu bawaannya. Ni guru pasti ngebetein.”		A blind cannot become a teacher for sighted students due to his weaknesses. I then felt unenthusiastic. He must be boring.
P2: “Kaget sih. Wah, yang ngajar tunanetra. Bisa ga nih ya. Kayak gimana kan..”		I was really shocked to know that the teacher was blind. I was doubtful if he could teach us.
P3: “Tadinya sih sempet mikir pasti ga bisa nih. Pasti perlu bantuan dong. Ga bisa ngajar. Apalagi anak baru baru gini. Masih ABG.”		At first, I thought he wouldn’t be able to teach us. He would require a lot of help. It’s impossible that he could teach us, teenaged students..
P5: “kalo menurut saya sempet terpikir takut kurang berkomunikasi dengan murid-muridnya.”		I once thought that he wouldn’t be able to

P10: “Kalo saya pertama sempet pesimis. Waduh, kok guru tunanetra ya.”

P6: “Waktu di awal sih saya berpikir gimana gitu diajar sama guru tunanetra”

P4: “Menurut saya bisa kalo dibantu dengan semacam bantuan yang huruf Braille gitu.”

P8: “pendapatnya takjub gitu. Wah, keren banget nih guru. Awalnya malah mikir pasti orang ini bisa ngajar.”

P9: “Saya sih waktu pertama sangat kagum. Kan jarang-jarang gitu orang tunanetra bisa ngajar. Terus selain itu dia juga punya pengalaman ke luar negeri.”

communicate well with us.

I was at first pessimistic. I was questioning why we were given a blind teacher.

I was doubtful at first and wondered how he could teach us

I was sure he could teach us with a help of braille

I was so impressed, a cool teacher. and I was convinced that he surely could teach us.

At first, I already adored him so much. It's hardly possible for a blind to be a teacher and have overseas experiences.

As shown from the excerpts, vision impairment was seen as a major constraint by most participants prior to their own personal experience. Due to such flow, vision impaired people were thought to be incapable for teaching sighted pupils, delivering engaging instructions, possessing pleasant personality, handling teenagers, and even demonstrating effective communication with sighted students. However, few had a contrasting belief. Having no prior personal experience, these participants were positive and had no doubts. They were convinced that vision impaired teachers had their own way to compensate their limitation. One way is by utilizing Braille alphabets. To a surprise, two participants even expressed their admiration and strong confidence in the capacity of vision impaired teachers.

Contrasting views

In the interviews, the participants continued their assumption with some conflicting statements. At the time of the interviews, the participants had been learning for almost a semester. This allows them to evaluate their first assumption. So they compared their prior assumption with their learning experience. All participants eventually revealed positive insights. To a surprise, the participants even compared their vision impaired teacher with their sighted teachers. Some excerpts in the following table describe this.

Table 2. contrasting views

Indonesian	English Translation
<p>P1: “Malas gitu bawaannya. Eh tau-tau pas udah kenal ya.. wah ni guru asik nih.. Kalo guru-guru di sekolah tuh biasanya tuh ngebetin.. makanya tu saya tuh bela-belain dari rumah jauh-jauh ke sini..”</p>	<p>At first I felt unenthusiastic. But after I began to know him, I think he is an exciting teacher.. My teachers at school are usually boring.. Because he is exciting, I always look forward to his classes though my house is pretty far from here.. I was shocked at first because the teacher is blind. Not sure if he can teach.</p>
<p>P2: “Kaget sih. Wah, yang ngajar tunanetra. Bisa ga nih ya. Kayak gimana kan.. eh ga taunya.. err.. lucu gitu.”</p>	<p>To my surprise, he is very funny. At first I thought he wouldn't be able to teach. He would require a lot of help. He wouldn't be able to handle teenaged</p>
<p>P3: “Tadinya sih sempet mikir pasti ga bisa nih. Pasti perlu bantuan dong. Ga bisa ngajar. Apalagi anak baru baru gini. Masih ABG. Pasti butuh ketelatenan banget dong. Tapi ternyata bisa kok. Ngga disangka-sangka. Err.. dia kan punya kekurangan, tapi kelebihanya itu.. dia bisa ngajar kita dengan baik. justru perhatiannya lebih lebih dari pada guru yang tidak tunanetra.”</p>	<p>students. Yet, it turned out that he can teach us very well despite his vision impairment. He is much more attentive than sighted teachers. I think blind teacher is more extraordinary than sighted teachers.</p>
<p>P4: “Kayaknya lebih.. lebih istimewa aja kalo guru tunanetra daripada guru –guru yang biasanya. Karena saya sendiri merasa lebih asik diajar beliau daripada guru-guru yang biasa karena mungkin ada keistimewaan yang tersendiri.”</p>	<p>I personally feel it's more exciting to learn from him than from sighted teachers probably due to his uniqueness. In my opinion, I once thought that he wouldn't be able to communicate well with his students. But</p>
<p>P5: “kalo menurut saya sempet terpikir takut kurang berkomunikasi dengan murid-muridnya. Tapi setelah lama diajar oleh Mr. TE ternyata dia hebat.”</p>	<p>with his students. But</p>

P6: “n.. kadang guru tuh misalnya ngasih pelajaran walaupun ngga tunanetra tuh ngasih-ngasih aja tanpa anak muridnya ngerti. Malah kalo yang tunanetra tuh ngasih pelajaran sampe anak-anaknya ngerti lah.”

P7: “kebanyakan guru sekarang ngajar udah ngajar, ngasih pelajaran, udah kelar udah gitu aja, ga mau tau muridnya ngerti apa ngga. Tapi kalo beliau tuh harus sampe satu-satu semuanya ngerti, harus ngerti baru pindah ke pelajaran lain.”

P8: “buktnya. Tunanetra kayak gitu bisa lebih jago malah daripada guru-guru biasa.”

P9: “Karena yang seorang tunanetra aja bisa sebagus ini. Gimana yang ga tunanetra? Pasti bisa lebih bagus lagi dalam mengajar.

P10: “seorang yang tidak tunanetra itu belum tentu, belum pasti bisa lebih baik daripada yang tunanetra. Buktnya telah ada seperti yang dibidang bang SR. Di sekolah saya sama di sini lebih baik di sini. Lebih ngerti di sini.”

after a while, I began to realise that he is excellent. Sighted teachers sometimes simply deliver their lessons without making sure that their students understand. But my teacher who is blind always makes sure that his students understand. Most teachers today only focus on completing their teaching. They don't really bother about whether or not the students understand. But my blind teacher always makes sure that each of his students understands before moving to the next lesson.”

It's evident that blind teacher is more competent than my sighted teachers. If a blind teacher is competent, sighted teachers are supposed to be even more competent in teaching. Sighted teachers are not necessarily more capable than blind teachers. The proof is here just like what (participant 8) said. Studying here (from the blind teacher) is better than studying at school.

The examples of some excerpts above foreground contrasting views from the participants. At first, before they knew their vision impaired teacher, they mostly had negative presuppositions or stereotypes. But then, as they experienced the instructions implemented by the vision impaired teacher, they began to dramatically alter the stereotypes they had earlier. They changed “boring teacher” label to exciting teacher, from being doubtful to becoming pleased with the teacher’s positive personality, from unbelieving his teaching to promoting his teaching excellence. They even began to reveal their dissatisfaction about the competence of the sighted teachers they had had since then. They complained that their sighted teachers at school were tedious, negligent, and less competent.

Competence of the vision impaired teacher

As the narratives progressed, the participants elucidated their perception regarding the competences of their vision impaired teacher. These fragments, however, did not occur systematically or chronologically going forward. Yet, they emerged somewhat randomly throughout their narratives. The following table shows examples of the excerpts.

Table 3. Competences

Indonesian	English translation
P9: “beliau ngasih penjelasan sedetil-detilnya”	He would provide as much details as possible. Ver detailed, along with clear examples and games. The games are usually the summary of the lesson.
P10: “Ya dia lebih rinci, terusnya dilengkapi dengan contoh.. ada games gitu. Gamesnya berisi rangkuman hari itu.”	He’s just special, can teach though visually impaired. Teaches very well.
P4: “dia spesial aja, bisa ngajar walaupun tanpa melihat. Ngajarnya baik”	It turned out that it’s more exciting to be taught by a vision impaired. He never feels shy. He has unique strength, good teaching.
P6: “tapi terus ternyata kayaknya lebih asik diajar samaguru yang tunanetra. Dia ngga malu gitu. Malah punya kelebihan jadi ngajarnya bisa lebih enak.”	

P7: “Layaknya guru-guru biasa aja ngajarnya. Jadi kalo lagi nerangin ya berdiri dia nerangin, ngasih tau, ngasih contoh.”

P1: “dia tuh bisa bergaul sama orang yang tua dari dia sama orang yang lebih muda dari dia. Jadi mampu beradaptasi.”

P6: “Beliau satu contoh banget, terutama buat saya. Dalam hal kepribadian, dia tuh rajin banget, ga pernah telat, tepat waktu, dan bisa menjadi contoh yang lebih baik buat orang lain.”

P10: “Menarik, humoris, layaklah jadi guru. Malah lebih gitu.”

He teaches like common teachers. When explaining, he stands up, giving explanation, providing examples. He gets along very well with older and younger people. He can adjust well. He’s my role model. Regarding his personality, he’s super hard-working, always punctual, on time, and can be a role model for other people.”
Interesting, humorous, qualified for a better teacher.”

Throughout the interviews, as shown from the examples above, all participants expressed their positive perception about their teacher. None of them narrated complaints or negative impression about the teacher’s competence. The narratives uncovered the teacher’s competence in providing clear and detailed explanations along with the examples of the subject matter. The teacher was also seen as having the competence to provide engaging instructional activities in the form of games relevant to reinforce deeper understanding and mastery in an interesting way. Other fragments uncovered the teacher’s personality as being sociable, adaptable, entertaining, humorous, diligent, punctual, committed, caring and inspiring.

Classroom atmosphere

All participants revealed positive narratives about the atmosphere of the classes taught by their teacher. This positive atmosphere was the result of the teacher’s proximity and appropriacy practices, in addition to his competences illustrated earlier. Proximity refers to physical distance and emotional closeness. Whereas, appropriacy refers to positive behaviours and anger management in particular. The following table highlights examples of the excerpts.

Table 4. Classroom atmospher, proximity and appropriacy

Indonesian	English translation
P1: “Dia itu kayaknya gurunya aktif ya. Maksudnya sering nyamperin. Jadi misalkan kami lagi berdiskusi, jadi dia tuh nyamperin sambil mendengarkan masing-masing apa.. perkataan anak-anaknya. Misalkan ada yang salah, dibenerin sama dia. Dia juga cocok jadi teman dan guru”	He’s an active teacher.He is often around us. Whenever we are discussing the lesson, he is around us and listens to our discussion. If there are things to correct, he would help us. He is like a friend and a teacher.
P3: “saya juga sering bicara empat mata gitu kan. Dia juga sering sharing gitu. Itu tuh dia luar biasa banget. Kata-katanya selalu bikin orang bersemangat. perhatiannya lebih-lebih daripada guru yang bukan tunanetra”	I often discuss with him in person. He would share many things. He’s fantastic. His words are inspiring. Compared with sighted teachers, he shows bigger attention to his students.
P5: “Ngga pernah marah. Dia orangnya ngerti. Ngertiin murid. Sabar”	He never gets emotional. He’s very compassionate about his students. Patient.
P1: “Cair. kelas tuh penuh tawa.. Mengajarnya sambil bercanda. Tapi Tetap serius.”	The class is melting, full of laughters. Though he makes jokes when teaching, we can still focus on the lesson.
P4: “sangat nyaman. Jadi pelajaran beliau, ada waktunya bercanda ada waktunya serius.”	Very comfortable. In his class, there are times for jokes, there are times for focus.
P7: “enak. Soalnya beliau punya teknik-teknik tersendiri supaya kita di kelas ga mudah bosan.”	Fun. Because he has his own techniques to keep us engaged.”

Examples above provide some illustration of the classroom atmosphere. The findings uncovered that the teacher had established good rapport with his students. For this, he provided some good times inside and outside the class to get to know his students better, to guide them, to

make them internally motivated through inspiring stories and to keep them enthusiastic through games, jokes and interactive activities. This way, he maintained the right proximity- physical distance and emotional attachment. The participants also reported that the teacher demonstrated positive attitudes and good management of his emotions known as appropriacy. With all this, along with his humorous nature, the participants enjoyed a fun, encouraging and engaging classroom atmosphere.

Monitoring, movement and awareness

The next group of the findings were put under an inclusive theme. Monitoring, movement and awareness are combined as they principally foreground similar concept in classroom management. To monitor the learning process, as revealed in the narratives, the teacher moved around the class to be aware of what was happening and how the learning was progressing. The following excerpts describe this.

Table 5. Monitoring, movement and awareness

Indonesian	English translation
P3: “Pasti denger lah dari suaranya. Kelas kalo diam kan pasti hening banget. Kalo kelas ngobrol pasti grasak grusuk gitu. Itu pasti dia denger dan itu pasti ditegurnya lewat bercandanya.”	he can surely monitor by hearing. It’s silent when everybody is focussed. If students are chatting, the class is crowded. He surely hears that and would remind us through jokes.
P5: “Kadang-kadang beliau memanggil karyawan di sini untuk ngawasin anak-anak supaya ngga nyontek. Tapi kadang-kadang beliau itu percaya kalo anak-anak ngga akan ada yang nyontek.”	Sometimes he asks a staff to supervise the test so we can’t cheat. But some other times he is convinced that we won’t cheat.
P4: “kalo ada anak yang ga bisa, dia selalu memanggil satu-satu untuk diajarin privat.”	If students are not making enough progress, he would provide an individual tutorial outside the class.

P9: “Kalo untuk mantaunya, waktu midtest dia pernah make kamera digital.”

To monitor a test, he sometimes uses a digital camera.

P8: “Mantaunya.. misal ada sesi latihan nih.. latihan dialog. Dia keliling gitu. Dengerin satu-satu. Atau, dia nanya.. mungkin sih.. ke salah satu dari kita gitu.. dia itu gimana.”

To monitor, a role play, for instance, he moves around, listening to us one by one. Sometimes he asks one of us about our friend’s or group’s progress.

P9: “Kalo dia ngendaliin orang berisik gitu, dia bisa bilang hello.. hi.. Biasanya semua langsung jawab dan fokus lagi.”

To handle a noisy class, he would say “hi” or “hello”, and everybody would respond and then regain our focus.

The above examples provide some description of how the teacher monitors the learning process. As revealed, he moves around the class to check and evaluate the learning progress and the students’ improvement. No participants reported mobility restriction of the teacher. Some argued the teacher’s hearing is a significant tool to be aware of what is happening in his class. Besides his autonomy, the teacher of this study sometimes receives help from other staff for test supervision and test result review and from individual students to share things he may not be aware of. Students took some roles in helping the teacher. Furthermore, jokes, jargons and good rapport with the students, made by the teacher, allow him to handle noises and disorder and to let his students to regain their focus back.

Seat, instructional and class organisation

The other part of the narratives portrays how the teacher organises his class, instructions and the seats. The participants revealed that in class, the teacher mostly assigned pair works and group works. With their partner or group mates, they would have to practise the language, have role plays, and do a range of interactive instructional activities including games. To do this, the students were seated in small circles allowing them to work face-to-face. The following examples of the excerpts provide some description.

Table 6. Seat, instruction and class organisation

Indonesian	English translation
<p>P4: “biasanya selalu berkelompok-kelompok gitu. Jadi beliau misalnya mendatangi kelompok satu yang sedang berdiskusi, sambil memantau dengan pendengarannya.. dan kalo Pak TE tuh ngajarnya semuanya ikut serta gitu. Ikut aktif. Jadi yang lebih pintar harus ngajarin yang kurang gitu. Jadi biar semua sama.”</p>	<p>As usual, always put in small groups. He would come to each group and use his hearing to listen to what we're discussing.. and everyone is engaged. Very active. Better students should help their friends. So everyone can progress together.</p>
<p>P9: “Terus kalo ngejelasin dia tuh secara detail dan contoh, Dia juga sering err.. dalam pelajarannya bikin inovasi gitu. Kayak bikin game gitu. Pokoknya detil dan penuh interaksi”</p>	<p>He would give detailed explanation and examples. He would also make teaching innovations like designing games. His teaching is detail and his class is full of interactions.</p>
<p>P3: “Pasti dia inget. Misalnya, kemaren kita sampe Bab 8 kan.. terus sekarang Bab 9.”</p>	<p>He always remembers where we left off. He would say, we finished unit 8 last meeting, didn't we? So, we're now moving on unit 9.</p>
<p>P3: “bedanya dia dia biasanya neliti dulu nih.. orang yang.. yang apa sih.. daya pikirnya kurang gitu gitu.. pasti dia bantu, dia kelompok kelompokin.. yang pintar.. yang biasanya pemikirannya udah lebih bisa, nanti dijadiin leader di kelompoknya. Nah tugas leader itu untuk ngebantu temen temennya yang kurang itu. Soalnya jarang sih.. guru yang ngga tunanetra jarang banget ngelakuin hal itu..”</p>	<p>He would observe and help the low achievers, put them in groups with the high achievers who will be the group leaders and help their friends. Sighted teachers don't normally do this.</p>
<p>P7: “Nkebanyakan guru sekarang ngajar udah ngajar, ngasih pelajaran, udah kelar udah gitu aja, ga mau tau muridnya ngerti apa ngga. Tapi beliau tuh harus sampe satu-satu semuanya ngerti, harus ngerti baru pindah ke pelajaran lain.”</p>	<p>Most teachers only give lectures and lessons but don't really bother if the students understand. But he has to be sure</p>

P6: “dia tuh rajin banget, ga pernah telat, tepat waktu.”

P10: “ada games gitu. Gamesnya berisi rangkuman.”

that all of us understand, then we can move on to the next lessons. He’s very diligent, he’s never late, on time.”
He would give us games that are apparently the summary of every lesson.

The participants’ narratives, as the examples above, provide some picture of how the teacher organizes the class, instructions and the students’ seats. Students were trained to work in groups, collaborate and help each other to excel together. High achievers were trained to lead their friends. This way, his friends received sufficient help and the leaders receive the opportunity to deepen their knowledge, advance their skills and develop their leadership. The instructional activities were reported to be highly interactive, engaging, and fun with games offering exciting extended activities for the students. Apart from the seat and instruction organisation, it was also revealed that the teacher tried to include everyone in the same pace with different challenges according to the level of their ability. Based on the excerpts in earlier category, for this, the teacher also provided individual tutorials outside the class to make sure everybody in the same pace.

Speaking manner, audibility, voice adjustment

The next theme is about the teacher’s speaking manner, audibility and voice adjustment. Throughout the interviews, no fragments mentioned about the teacher’s voice audibility. Neither there was any complaint respectively. The participants, however, narrated how the teacher used his voice and language and for what purposes. The following examples offer more illustration.

Table 7. Speaking manner, audibility, voice adjustment

Indonesian	English translation
P3: “kalo ada orang yang ngobrol gitu, dia ikutan bercanda. Jadi kayak di cwcwewc gitu. Pokoknya suara suara ngelucu gitu. Pokoknya semua orang jadi pada ketawa dan akhirnya memperhatikan dia lagi.”	If some students are conversing when he’s explaining, he would make jokes or make funny

P1, Kalo masalah gaduh, jadi mengatasinya dari asal sumber kegaduhan itu. Terus dia bilang pake perkataan halus atau pake Bahasa Inggris. Nah dari situ kan otomatis sumber itunya kan ilang, otomatis yang lain jadi ikut tenang, kondusif gitu.

P10: “beliau bisa mengendalikan kelas.. Terusnya anak-anaknya juga toleran terhadap dia gitu. Misalnya lagi berisik terus dia bilang listen to me please, listen to me.. look at my face, dan langsung tenang gitu.”

noises.so everyone laughs and regains their focus. If some students are talking about things other than the lesson, he would focus on that particular voices. Then he would use soft language or English to remind them. Then, no more irrelevant voices and everybody continue what they were doing. Conducive. He can control the class. The students are also compassionate about him. Say, students are starting to be out of control, he would simply say listen to me please, listen to me.. look at my face, and laugh. Then, the class would simply be quiet.

The examples above illustrate the teacher’s voices. Based on the narratives, it could be understood that the teacher’s voices were relatively audible. No participants reported a problem regarding audibility. Furthermore, as it was audible enough, the teacher used his voices for multiple teaching purposes. For a vision impaired, speaking seemed to be a powerful device to establish an order, to create a fun class and to monitor the process. Through voices in different tones, he managed to discipline, entertain, and inspire his students. For this, as described in previous sections, the teacher uses certain jargons and jokes with funny voices.

Supports

The final theme that was derived from the data is "supports". The narratives the participants revealed also describe some particular aides the teacher receives to deal with everyday routine. The following excerpts illustrate this.

Table 8. Supports

Indonesian	English translation
P1: "Kalo ngapus dibantuin."	He receives help from his students to erase his writing on the board.
P5: "Kalo soal tugas saya kurang tau, mungkin untuk meriksanya dibantu sama orang lain."	I don't really know about how he checked our written works. He probably receives help from sighted people. Regarding cheating, because he couldn't really see, he couldn't really supervise us. so, some may have cheated.
P6: "Kalo masalah ada yang nyontek sih karena emang beliau tunanetra jadi kurang bisa mengawasi. Kadang emang ada lah yang nyontek gitu."	He usually prepared the lesson before the class. He worked with his talking laptop that stores his documents and he uses a braille book.
P3: "biasanya sih dia sebelumnya baca duluan. Dia lagi.. main sama laptopnya. Laptopnya kan ada dokumen-dokumennya gitu. Nah dari situ dia. Terus dia bawa buku apa tuh.. buku yang.. err.. Braille. Iya kadang juga dia baca.. suruh anak muridnya baca terus dia ngikutin."	Sometimes he asks students to read things in the book and then he explains. We rarely receive feedbacks on our written works.
P1: "jarang dapat feedbacks untuk tugas"	Sometimes, outside the class, I would remind the cheaters not to do it anymore.
P1: "Tapi itu juga kalo di luar kelas sayajuga saya kasih tau, eh elu kalo itu jangan nyontek dong, kasian sama beliau. Percuma lu masuk sini kalo ga dapat apa-apa."	We have to respect him. Useless if we

study here but
improve nothing.

The examples of the participants' narratives showed some supports. Writing on the board may be difficult for a vision impaired teacher. But the teacher of the participants managed to write on the board on his own. Yet, for time-efficiency, students helped him to erase the board. The participants also informed that braille and talking computer were valuable tools for their teacher. They provided convenient access to mastering the learning and teaching resources. A challenge was checking his students' written works. Based on the narratives, the teacher was dependent on sighted staff's help to check hand-written works. This is why one participant revealed that he rarely received feedbacks on his works. This data were taken in 2010 where computers and internet quota were still too expensive for the students who were from financially-disadvantaged families. Another challenge was cheating chances on exams. Although one participant stated that this was due to the teacher's incapability to see, other participants admitted that cheating is a common phenomenon even in sighted teachers' classes. To anticipate cheating, the teacher, as described in earlier section, received sighted staff's help or independently monitored the test with a digital camera. Some students also volunteered to remind other students not to cheat.

5. Discussion

Based on the narratives from ten sighted students, it was clear that the attribute of "disability" is disparaging. In Indonesian language, blind or vision impairment is often referred to as "buta", "tunanetra", "disabilitas netra", or "cacat netra". All these Indonesian terms, however, convey equally negative association as weakness, limitation, powerlessness, incapacity which have been strongly rooted in society and therefore have been stigmatised to those experiencing physical imperfection (Suharto et al., 2016). This negative association has indeed influenced most participants of the research. Their presuppositions prior to having personal experience with their vision impaired teacher were deceived by the nature of the term attached to the teacher as having "disability". This drove them to think that their teacher would have no ability to teach them well and to give a fun learning. However, as they continued their answers, the participants strongly highlighted that their presupposition was misguided. To a surprise, they then constantly mentioned their admiration for the teacher as a role model. Having a role model to study hard and achieve

future goals is profoundly important (Basalamah & Machmud, 2018). Such dramatic alteration was made possible due to having personal experiences and interactions with their teacher. Such alteration, however, does not always happen in all contexts. Draper et al. (2011) discovered that non-disabled co-workers retained negative biases or labels towards their colleagues with disability despite the fact that they knew them well, worked with them, and had personal experiences and regular interactions with them. This foregrounds the challenge to alter the long-rooted negative associations of "disability". This is why, a new concept of "diffable" or different ability is now emerging in Indonesia in order to drag out the stigma from the society (Suharto et al., 2016).

Other parts of the findings portray an uncommon EFL classroom phenomenon. All participants narrated valuable learning experiences of learning English in a classroom taught by their teacher. As they reported spontaneously, they enjoyed fun, engaging, inspiring, collaborative and highly interactive classes conducted in English. Such learning atmosphere is not commonly found in Indonesia. Due to inadequate competence of Indonesian English teachers (Rinantanti et al., 2018; Yulia, 2014), English classes in some areas were relatively not interactive and disengaging (Habibi et al., 2018; Yulia, 2014). The classes heavily centered on grammar and written exercises that contribute very little to improving students' English communicative proficiency. One common reason is that English classes in Indonesia are usually large with roughly thirty to forty students in each class and therefore are over-crowded. Moreover, the classes are usually occupied with long benches and long desks impractical for a range of different collaborative activities and groupings. In the location of the research, on the other hand, the classes were relatively smaller with only up to twenty-four students in each class with individual university chairs that are easy to move and squeeze to perform communicative activities in different forms of collaboration and grouping. Yet, this is not a single factor. Based on the participants' narratives, unlike their sighted teachers at school, the teacher possesses subject matter competence, social competence, personal competence and pedagogical competence which are required to become a professional EFL teacher (Anugerahwati & Saukah, 2010). This phenomenon suggests that anyone can achieve such professional teacher competence despite their physical impairment. In other words, professional competence has nothing to do with one's physical imperfection.

Another important highlight, based on the students' narratives, was the supports the teacher had. Most participants expressed voluntarily participation in creating a conducive learning

environment. Due to their strong emotional attachment with the teacher, they felt they had to take some responsibilities in keeping the classroom order, e.g., concentrating on the instructional activities they were doing in class, encouraging other students to follow the rules, to remind other students not to cheat on quizzes and exams, and to provide necessary help to their teacher when needed. Such voluntarily participation plays an important role in the success of an effective classroom management and the success of students' academic achievement (George et al., 2017). Another support was provided by his colleagues to supervise an important exam and to check students' hand-written works. The study was conducted in the age where computers and internet were still economically unreachable for the students who were from financially-disadvantaged families and therefore the teacher was relatively dependent on sighted people's help to check hand-written works and provide feedbacks. However, the participants reported that the teacher normally provided direct feedbacks to individuals and groups in class and in private tutorial sessions. Besides human supports, as pointed out by Yu and Chunlian (2019), braille, screen reading software, projector, classroom board are valuable assistive tools for teachers with vision impairment.

Given that, what is most important from the students' narratives is about how the teacher performed his teaching profession. In line with Rindu's (2017) study on the different roles a sighted EFL teacher plays, the narratives also illustrated the teacher's capability in playing a range of teacher roles. Outside the class, he mingled and spent a great deal of time with his students to get to know them better, learn to discriminate their voices, implant moral values and visionary future targets, provide necessary advices, and allocate additional time for individual or small group tutorial sessions to help his students progress better. Such initiatives are critical to be able to have comprehensive awareness of factors both internal and external to classroom that determines the success of the teaching and learning (George et al., 2017). These outside-the-classroom initiatives, as the participants narrated, generated courteous teacher-student relationship that paves comfortability, engagement and order in class. Conducting small group interactive and collaborative works, the teacher moved monitoring each individual, each group, and provide necessary feedbacks on the spot. Another narrative reported the use of the board to write important notes and detailed examples for the whole class. With jargons and jokes, the teacher used different voices and tones to maintain the order, engagement, and discipline. This is all consistent with what Harmer (2007) suggests in order to conduct an effective classroom management.

6. Conclusion and Recommendation

This current study tried to explore sighted teenaged students' narratives to understand the practices of classroom management of an EFL teacher with vision impairment. Prior to knowing the teacher, most participants revealed negative presupposition of seeing the teacher as having no capacity to teach and manage a regular classroom of sighted teenaged students. However, this was immediately corrected with their own personal experiences that fundamentally contradict their presupposition. All at once, all participants conveyed that the teacher was apparently more competent than their sighted teachers at school. Based on the narratives, it could be understood that the teacher demonstrated the expected professional competence encompassing subject matter, social, personal and pedagogical competence. This explains why all participants reported that they experienced fun, engaging, interactive, encouraging and relatively well-controlled classroom atmosphere. This was made possible due to the practices of the teacher's proximity, appropriacy and monitoring he established inside and outside the classroom. Outside the classroom, he mingled, shared thoughts and advices, provided extra tutorials and gave feedbacks. Inside the classroom, he monitored the students, the instructional activities and the students' progress. He navigated effectively around the class to do this and more importantly to be able to provide necessary help and feedbacks to the students. This way, he compensated his vision impairment. His hearing, voices and effective movement allowed him to have full awareness of what was happening. Based on the narratives, his jokes and jargons helped cheer up the class but at the same time also control the class. Despite its inherently noisy nature of interactive instructional activities, as revealed by the participants, students remained focus in their small groups going through each stage of the lessons. Finally, all this happened also because of the support of braille materials, screen reading software installed to his computer, and the classroom board as his assistive tools and important help from a colleague and his students when he needed.

Based on what this study has revealed, the following recommendations are worth considering. For policy concerns, firstly, it is urgent to start using a more positive and enabling term of "diffable" rather than its disabling synonyms for all purposes including legal texts. Secondly, it is highly appreciated if employers both the government and private institutions can start formulating and implementing more inclusive job requirements to establish justice, equality and harmony. Thirdly, it is critical for the country's legislators to advance more inclusive and enabling regulations to encourage more contributions from diffabled individuals. Regarding

teaching-related recommendation, teacher institutions and educational institutions need to make sure that teachers with vision impairment are braille, computer and classroom board literate, have orientation and mobility skills, and possess the competences of a professional teacher. More practically, it is advisable for teachers with vision impairment to effectively mingle with students to be able to get to know them better, learn to discriminate their individual voices, to establish good rapport and most importantly to have a comprehensive awareness of all possible dimensions and factors of his teaching profession. Additionally, since the ability to make good jokes to help create a fun and engaging class is commonly favourable, it is also an inescapable skill that teachers with vision impairment need to possess. Finally, for a better quality of education in general, it is fundamental for the government to standardise teacher salary to allow them focus on their teaching profession (see Habibi et al., 2018; Yuwono & Harbon, 2010).

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