Assessment of Teaching Approaches Employed by Teachers in Teaching Students with Visual Impairment in Tanzania Inclusive Secondary Schools

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ABSTRACT

This study assessed the teaching approaches employed by secondary school teachers teaching in inclusive classrooms incorporating students with visual impairment in Tanzania. The aim of the study was to find out the extent to which the approaches suited the students' learning needs. The study adopted a qualitative research approach, employing a single case research design. Purposive sampling procedures were employed to obtain a sample of 24 respondents. Data were collected through semi-structured interviews, non-participant observations and documentary reviews. The collected data were analyzed through thematic data analysis procedures and presented using descriptions, tables and charts. The findings have revealed that some of the teaching approaches executed by teachers accommodated the learning needs of students with visual impairment, while others did not. It is recommended that teachers should adapt teaching approaches that suit students with visual impairment. Further, the government should organize more regular trainings and professional development courses for raising teachers' awareness on inclusive issues.

Keywords: *Inclusive education, Teaching approaches, visual impairment.*

INTRODUCTION

Teaching encompasses a set of principles and ideas which have to be followed by teachers in the teaching and learning processes. It is the teacher's role to ensure that students learn properly through appropriate

teaching approaches. Further, the success of inclusive education depends on effective implementation of inclusive teaching and learning which includes teachers' awareness on inclusion as well as quality instructions (Peebles and Mendaglio, 2014; Rushahu, 2017; Siu and Morash, 2014). It is therefore necessary for teachers of students with visual impairment (SWVIs) to teach in accordance with the students' requirements bearing in mind that teachers have a central role of responding to the diverse learning needs of all students in inclusive classrooms (Kisanga and Richards, 2018; Loreman, Sharma and Forlin, 2013; Masanja, 2016; Mwakyeja, 2013; Possi and Milinga, 2017). This implies that, inclusive classroom teachers have to be aware of the unique learning needs of SWVIs and modify their teaching approaches as well as strategies accordingly.

BACKGROUND TO THE PROBLEM

Successful inclusion requires teachers to apply teaching modalities that consider the needs of each student. Those with visual impairment (SWVIs) in particular, require adaptive and modified curricula, teaching and learning strategies. as well as resources which can accommodate their unique learning needs in relation to visual impairment.

Adaptive teaching strategies include; cooperative teaching, collaborative learning, availability of learning materials in advance for transcription, use of tactile diagrams, verbal communication, spelling out complicated vocabularies, allowing students to audio-record during instructions, placing SWVIs on the front seats, as well as teaching in a well illuminated classroom or using enlarged prints in writings and diagrams for students with low vision (Chitiyo and Brinda, 2018; Kija, 2017; Possi and Milinga, 2017; Vollinger and Supanc, 2019). Unfortunately, some teachers employ the dominant conventional teaching strategies that do not consider the unique learning needs of SWVIs. Such strategies include 'talk and chalk' as well as lecture methods. At times some teachers appoint at students using words like 'you', without mentioning their names (Kisanga and Richards, 2018; Mwoma, 2017).

Teachers in inclusive classrooms are also required to apply differentiated instructional techniques and tailored instructions to meet students' individual learning needs (Mastropieri and Scruggs, 2018). Through these instructions, instructors proactively can revise or modify instructional methods and learning activities to address the needs of individual students

and maximize their learning experience (Kharade, Ha and Ubale, 2017; Mastropieri and Scruggs, 2018; Tomlinson, 2014).

Teachers are supposed to have relevant skills that enable them to employ proper teaching approaches that guarantee effective learning of SWVIs. This is only possible if such teachers are trained on how to handle inclusive issues of children with disabilities in inclusive classrooms. Teachers with knowledge on inclusion have more confidence and commitment in accommodating students' needs in inclusive settings and are capable of adapting appropriate teaching approaches (Campbell, Gilmore and Cuskelly, 2014; Magushi, 2013; Muyungu, 2015). If not well equipped with such knowledge and skills, teachers are likely to be restricted from providing appropriate support for effective learning of SWVIs (Mcloughlin and Lewis, 2018). The situation may lead to stress among those teaching in inclusive classes (Rushahu, 2017). Masanja (2016) comments on the same that teachers are supposed to be competent enough, with relevant skills for effective participation in teaching processes despite the fact that such skills alone do not guarantee successful learning of SWVIs.

It is unfortunate that most teachers lack knowledge and skills of translating inclusive teaching-learning theories into meaningful classroom practices. They fail to consider the unique learning needs of SWVIs during instructional processes. and end up employing general approaches and resources in inclusive classrooms with SWVIs due to lack of adaptation skills (Kisanga and Richards, 2018). Likewise, various studies on the provision of inclusive education in Tanzania have reported that majority of teachers teaching in inclusive educational institutions in Tanzania have not attained training on teaching and handling matters of SWVIs (Kisanga, 2017; Kisanga and Richards, 2018; Masanja, 2016; Mhagama, 2014; Mwakyeja, 2013; Rushahu, 2017). It was therefore important to look into the extent to which teachers use appropriate approaches to cater for the learning needs of SWVIs in secondary school inclusive settings.

Purpose of the Study
The overarching purpose of this study was to assess the exactness of the teaching approaches employed by teachers in teaching students with visual impairment in inclusive secondary schools in Tanzania. Specifically, the study sought to examine the types of teaching

approaches used by teachers during teaching and learning of SWVIs in inclusive classrooms and the manner in which the approaches were employed. Secondly, the study explored the extent to which appropriate teaching approaches employed by teachers in inclusive secondary school classes accommodated SWVIs.

Theoretical Framework
The analysis and discussion of the findings of this study was guided by a framework adapted from the Social Model of Disability (SMD), which holds that disability is a social construct in which barriers to physical access, attitudes, and mindsets disable them. The main assumption of the model is that disability is the situation that is imposed on people with impairments, who become disabled not by their impairments, but by their society which excludes them from full participation in various activities (Avramidis and Norwich, 2016; Oliver, 1996; 1990; Owen, 2015; Scruton, 2016; Trussler and Robinson, 2015). The situation prohibits and excludes people with disabilities from participating fully and on equal terms in mainstream society. This means that, according to social model practitioners, the environmental factors can lead to barriers to school access and participation   and contribute to the child's learning difficulty and disability in general (Owens, 2015; Scruton, 2016; Trussler and Robinson, 2015).

This implies that, limited knowledge on disability and irrelevance of the support provided may prohibit students' full participation and persistence in learning (Owens, 2015). It may also prevent teachers from providing the most suitable approach in enhancing the access and ability of students to learn. Students with impairment are therefore supposed to be considered when planning and executing teaching. In so doing, teachers can be able to employ appropriate and friendly approaches to the students. It is for this reason that SMD, being a major driver for inclusion, was applied in looking at teachers' understanding and expertise in responding to educational needs of SWVIs.

METHODOLOGY
This study employed a qualitative research approach under the constructivism philosophical paradigm. A case study design was used to obtain in-depth information for this study. The choice of this methodology was grounded on the nature of the research problem, which demanded for the detailed information from the respondents that could

otherwise not be obtained through deployment of other designs as asserted by Bryman (2016), Denscombe (2014) and Yin (2014).

The study was conducted in Korogwe Girls' Secondary School, in Korogwe Urban District Council, located in Tanga region. The sample size of the study was twenty-four respondents, including five teachers (RAs), eight SWVIs (RBs), eight sighted students (RCs), and three school officials (RDs). The participants were selected through purposive sampling technique. School officials included academic teacher (RD1), chief transcriber (RD2) and headmistress (RD3).

Multiple data gathering methods, which included semi-structured interview, non-participant observation, documentary review and semi-structured interviews were employed. The instruments were used to obtain data from all 24 respondents. A total of twenty observations were conducted in classrooms during instructional processes which involved five teachers who were teaching five arts subjects (English, History, Geography, Kiswahili and Civics), SWVIs and sighted students. In addition, through documentary review the researcher read a variety of documents, including teachers' schemes of work, lesson plans and lesson notes. The data obtained from the instruments were analysed through qualitative data analysis procedures reflecting on the purpose of the study and presented narratives tables and charts.

Presentation and Analysis of the Study Findings
This section presents and analyses data on the teaching approaches used by teachers in Korogwe Girls' inclusive Secondary School classes, the manner in which the approaches were employed, as well as the extent to which the approaches suited the learning needs of SWVIs. The findings have established that, teachers teaching in inclusive classes incorporating SWVIs used various teaching approaches. It was revealed from interviews with the respondent's non-participant observations and document review that teachers in Korogwe Girls' Secondary School mainly employed questions and answers, group discussions, lecturing and think-pair-share teaching approaches.

It was also revealed that some of the teaching approaches employed by subject teachers during instructional processes did not accommodate the learning needs of SWVIs. Further, some of the approaches were unfriendly to the students because they were not appropriately adjusted to

suit the teaching and learning needs of SWVIs. Most of the subject teachers lacked proper skills on special needs education leading to a negative impact on the learning of SWVIs. Noteworthy is that there were teachers knowledgeable in Braille as well as transcribers specialized in visual impairments who were available to give assistance to subject teachers who failed to adjust their teaching approaches accordingly. However, the former could not give   assistance since they were not consulted,

On the other hand, findings showed that there were some teaching approaches which were prominently employed in inclusive classrooms to accommodate SWVIs. For example, questions and answers approach as well as group discussions appeared to be more suitable for teaching SWVIs compared to other approaches. When asked to comment on the approaches employed by the subject teachers, respondents explained that some of the approaches were helpful to SWVIs because they involved them in discussion, asking and answering questions.

Questions and answers approach
During interviews, three out of five teachers (RAs), four out of eight SWVIs (RBs) and one out of eight sighted students (RCs) reported that teachers used the question and answer approach for teaching SWVIs in inclusive classes. It was further explained that, during the teaching process, some teachers commenced with asking oral questions to students on what they had presented, and then pointed at some students to respond to the given questions by mentioning their names. To confirm on this, RA1 reported:

> *I normally use the question and answer as well as group discussion approaches. When employing the question-and-answer approach in teaching, I ask some oral questions to the students so as to get a picture of their understanding of the lesson. I normally call the student I want to respond to my question using his or her first name.*

However, there was an observation that most teachers used unsuitable phrases when choosing SWVIs to respond to oral questions. For instance, the teachers were not mentioning students by their names. They instead pointed at the selected students to respond to the asked question without mentioning their names. Implicitly the SWVIs were not considered during the teaching and learning process. Interestingly, the sighted students took

the responsibility of notifying the SWVIs who were pointed out to answer specific oral questions as indicated in the following caption by RB5:

> *When a teacher asks oral questions during the lesson, he/she picks one student to provide the answer by using words/phrases like "...you, give the answer...". Then, if it is me who is pointed at, a sighted student sitting next to me informs me that I am the one selected to respond to the question. Normally, if I know the answer, I stand up. Then the teacher allows me to respond to the question.*

Group discussion teaching approach
Two out of five teachers (RAs), seven out of eight SWVIs (RBs) and five out of eight sighted students (RCs) reported that teachers employed group discussion approach when teaching in inclusive classrooms incorporating SWVIs. Some respondents confirmed that teachers were using group discussion approach in specific teaching sessions and not all the time.

Four out of seven SWVIs and three out of five sighted students, who reported on the use of group discussion approach, confirmed that the approach was appropriately employed by their teachers. They also reported that, to a large extent, the teaching approaches employed by their teachers suited their learning. It was reported that in some subjects, teachers placed the SWVIs with their sighted students group discussions so that they could assist and support each other. Furthermore, the approach promoted bonds among the two categories of students. Having SWVIs discussing and learning together with their sighted peers in groups appeared to be beneficial to SWVIs as it enhanced their learning. To confirm this, the RB4 asserted as follows:

> *There is one of our teachers who sometimes teaches us through group discussions whereby we discuss with our fellow students without visual impairment and present the findings before he makes clarifications in front of the class. This somehow helps us to understand what he teaches.*

In addition, it was reported that, when using the group discussion approach, some teachers organize students in small groups comprising sighted students and SWVIs. The students in each group discuss together before presenting their work to the whole class. This allows   students to assist each other during learning. It was also reported that during presentation, some teachers ensured that they picked SWVIs in each discussion group to present what had been discussed to avoid discrimination.

However, three out of the seven SWVIs and two of out the five sighted students, who reported on the use of group discussion approach, revealed that the approach was not appropriately employed by the subject teachers. The respondents reported that, the use of group discussion approach did not help SWVIs because of lack of close supervision from the teachers and laziness among SWVIs. When employing this approach, some teachers were reported to have the tendency of leaving students to control their groups without being monitored. At the same time, some teachers were not keen enough to combine sighted students with SWVIs in their groups during group discussion teaching method. They allowed the students to create their own discussion groups randomly without supervision. The approach did not guarantee inclusion of both categories of students in each group and active participation of the students hence negative impact on SWVIs, especially those who seemed to be lazy. To confirm on this, the RC2 said as follows:

> *Sometimes, a teacher uses group discussions when teaching us. But there is lack of concentration span and seriousness among students with visual impairment when a teacher employs group discussions technique in teaching us. This is a big problem that restricts our understanding of the lesson compared to when employing question and answer approach. Through the latter, a teacher gets immediate response from a student who is supposed to answer a given question orally. So, I think question and answer approach is the best one.*

Further, SWVIs encountered a problem of limited cooperation from the sighted students when their teachers employed the group discussion approach. Despite the fact that some teachers were making sure that in every group there was inclusion of sighted students and at least one SWVI so that they could discuss together, the kind of cooperation that sighted students gave to SWVIs was questionable. It was also reported that, in spite of having interaction between them, some sighted students were not willing to give cooperation to SWVIs. In addition, the issue of providing extra time allowance to SWVIs was not considered when employing this approach. The situation limited their participation, and made it very difficult for them to understand the lesson.

On the other hand, it was reported that some teachers arranged students according to their abilities instead of focusing on how students with and without visual impairment could participate and assist one another during

group discussions. The focus was on ensuring that slow learners are helped and benefit from fast learners. This denied the right of SWVIs to get support of visual inputs from their fellow sighted students.

Lecturing approach

Regarding the approach, three out of five interviewed teachers (RAs) confirmed that they employed lecturing approach during their teaching in inclusive classes which incorporated SWVIs. Likewise, four out of eight SWVIs (RBs), three out of eight sighted students (RCs) as well as two out of three school officials (RDs) reported that teachers employed the lecture method in their teaching. However, it was reported that the approach was used occasionally because of its inconveniences when employed in inclusive classes that included SWVIs.

Additionally, the respondents showed disapproval on the relevance of lecturing approach by claiming it did not accommodate learning needs of SWVIs as it made them inactive during the lessons. It was also reported that, sometimes, the approach was improperly employed and constrained understanding of lessons among SWVIs. During the interviews, respondents explained that sometimes SWVIs were prohibited to use their braille machines in taking notes for the reason that the machines were too noisy to be tolerated by students when a teacher was teaching. It was said that the approach denied the right of SWVIs to write down some points and take notes like their fellow students without visual impairment during the instructional processes. As a result, they forgot some parts of the contents which had been taught. The RC7 reported as follows:

> *The use of lecturing approach causes inconveniencies to students with visual impairment because students are not allowed to write using their braille machines when a teacher is teaching. They are to write notes after the teaching session. This causes the students with visual impairment to miss some important information in their notes because it is hard for them to memorize and recall what the teacher has taught.*

The respondents reported further that, using lecturing method seemed to be challenging to SWVIs since a teacher, in some occasions, writes on a chalkboard without verbalizing which raises a demand for sighted students to read for SWVIs what is being written on the board. However, it often happens that sighted students normally jot down some points using their pens while SWVIs listen only. It therefore becomes difficult for them to get notes of the taught subject.

In addition, it was reported that some teachers were very fast in presenting their lessons through lecturing in inclusive classrooms that included SWVIs. The respondents explained that the teachers' speed rate was very fast and affected the understanding of SWVIs in various lessons. Even when they were allowed to write using their braille machines during the teaching and learning processes, the notes of SWVIs had a lot of spelling errors because the teachers were very fast when teaching. Besides, SWVIs were not availed the chance to ask for clarifications on spellings of some vocabularies because the teachers were reluctant to do so. Even when asked to repeat reading what they had presented, some teachers refused, complaining that they did not have enough time to do so.

On the other hand, the respondents reported that, to some extent teachers employed lecturing teaching method appropriately. For instance, it was reported in the interviews with the respondents that some teachers verbalized as they were writing some points on the chalkboard to enable SWVIs be aware of what was written. Besides, the teachers' voices were reported to be loud enough to be heard by everyone in the class. This enabled all students from different angles of the class, including those with visual impairment, to hear well. In line with this argument, RC1 substantiated as follows:

> *The teaching approaches employed by teachers in our school enhance learning of students with visual impairment because teachers speak out loudly while they are teaching. This enables a student with visual impairment to understand the lesson well and be aware of what is going on in the class during instructional processes in spite of their being visually impaired.*

The Think-pair-share approach
It was reported by some respondents that, on several occasions, some teachers were employing the *think-pair-share technique* when teaching SWVs in inclusive classrooms. In spite of being employed during instructional processes, the respondents reported that there was less involvement of sighted students in assisting SWVIs in attaining their learning. At times it happened that teachers created small groups of two students in each group, when employing a think-pair-share approach, without paring SWVI with the sighted ones. The situation brought about some difficulties in learning among SWVIs especially when teachers used chalkboards to write questions and notes of some points without

verbalizing them. The situation made some of the SWVIs to be left out during the lesson. To confirm this, RB8 said:

> *When teaching us, it so happens that a teacher pairs a blind student with the one with low vision. They sit close to each other for the purpose of discussing what is being taught. This enforces a student with low vision to take the responsibility of reading for a student with blindness what the teacher has written on the chalkboard, while it is obviously known that it is difficult for an individual with low vision to see clearly what is written on the board like what a sighted student could otherwise see. This affects our learning so much.*

In addition, teachers' schemes of work accessed during documentary review indicated several types of teaching approaches that were planned to be used for teaching in inclusive classes in the 2021 cadmic year. The approaches include question and answer, group discussions, lecturing, think-pair-share technique, demonstration, brainstorming, debates, guest speakers, book reading and analysis, comprehension and drama. The review of twenty lesson plans indicated that the teaching approaches used by teachers during instructional processes included questions and answers, group discussions, lecturing, think-pair-share and demonstration. Tables 1 and 2 show the types of teaching approaches planned to be used by subject teachers as reviewed in their schemes of work and lesson plans.

Table 1: Teaching Approaches Planned to be Used by Teachers as Indicated in Schemes of Work

S/N	Subject	Class	Planned methodologies
1	Civics	Form IV	Questions and answers, group discussion, brainstorming, think-pair-share technique, debate method and using guest speakers
2	English	Form III	Reading aloud, brainstorming, questions and answers, debates, and group discussions
		Form IV	Reading texts, demonstration, think-pair-share technique, questions, and answers, group discussions, brainstorming and debates
3	Geography	Form III	Group discussion, lecturing, brainstorming, think-pair-share technique, demonstration and questions and answers
4	History	Form III	Reading texts, group discussion and questions and answers
		Form IV	Reading texts, group discussions and questions and answers
5	Kiswahili	Form III	Questions and answers, lecturing and group discussions
		Form IV	Questions and answers, lecturing and group discussions

Table 2: Teaching Approaches Employed by Teachers as Indicated in Teachers' Lesson Plans in Different Subjects

S/N	Subject	Class	Planned methodologies
1	Civics	Form IV	Questions and answers, think-pair-share technique and group discussions
2	English	Form III	Questions and answers
		Form IV	Questions and answers, think-pair-share technique and demonstration
3	Geography	Form III	Lecturing, demonstration, questions and answers and think-pair-share technique
4	History	Form III	Questions and answers
		Form IV	Questions and answers and group discussions
5	Kiswahili	Form III	Questions and answers, lecturing and group discussions
		Form IV	Questions and answers, lecturing and group discussions

On the other hand, from non-participant classroom observations, the researcher identified several types of teaching approaches that were employed by teachers in inclusive classrooms and the extent to which those approaches were appropriately applied. The findings showed that, many of the applied approaches were irrelevant and inappropriately used in different subjects at different times. On some occasions, some teachers managed to employ them properly. The approaches included questions and answers, group discussions, lecturing, demonstration and think-pair-share. Table 3 presents the teaching approaches used and their irrelevancy.

Table 3: The Relevancy of the Teaching Approaches Employed by Teachers in Inclusive Classrooms that Incorporated SWVIs during Non-participant Observations

S/N	Approaches	Status	Geography	History	Civics	English	Kiswahili	Total
1	Questions and answers	Applied relevantly	1	-	4	4	3	12
		Applied irrelevantly	-	4	-	-	1	5
2	Group discussions	Applied relevantly	-	1	2	-	1	4
		Applied irrelevantly	-	-	-	-	-	-
3	Lecturing	Applied relevantly	3	-	-	-	-	3
		Applied irrelevantly	-	-	-	-	2	2
4	Think-pair-share	Applied relevantly	1	-	2	1	3	7
		Applied irrelevantly	-	-	-	1	-	1
5	Demonstration	Applied relevantly	3	-	-	-	-	3
		Applied irrelevantly	-	-	-	1	-	1

DISCUSSION OF FINDINGS

Using the Social Model in teaching and learning requires proper adjustments for SWVIs to be able to access, persist, participate fully, and progress successfully in their learning (Avramidis and Norwich, 2016; Oliver, 1990; 1996; Owen, 2015). It is true that teacher's awareness on inclusion issues has a great role in determining the level of support provided to SWVIs. This entails that, limited knowledge on disability and irrelevance of the support provided may prohibit the students' full participation and persistence in learning. It also prevents teachers from providing the most suitable approach in enhancing students' access and ability to learn.

Consequences of visual impairment can range from missed opportunities in learning to obstacles to gaining independence and active participation (Kija, 2017). It is therefore necessary for teachers to recognize that each SWVI is unique with unique learning needs that vary depending on the nature, severity and timing of visual impairment. It consequently requires application of different approaches to meet the needs of each individual with special educational needs.

The findings of this study show that teachers teaching in inclusive classrooms incorporating SWVIs did not depend on a single approach in teaching. The collected data from interviews, non-participant observations and documentary review have indicated that teachers adopted a variety of teaching approaches in teaching. The finding concurs with what Kisanga (2017) asserts that, a teacher should not entirely depend on using a single teaching approach in that there is no teaching approach which is absolute in itself. This implies that teachers using more than one teaching approach leads to complement of students' learning. However, despite the fact that most of the aforementioned approaches were employed in accordance with the needs of subjects taught, some of them were not employed relevantly. Noteworthy is that in some occasions, the way some of the teaching approaches were employed facilitated and enhanced learning of SWVIs while others did not.

The study findings have also revealed that questions and answers, as well as group discussion approaches were appropriately employed in most cases in such a way that they supported and facilitated the learning of SWVIs. The findings have shown that the approaches make SWVIs to be active participants and confident. They allow them to discuss together,

share ideas, ask questions and respond to questions freely during instructional processes. With the use of question-and-answer approach, data indicated that to a certain extent SWVIs participated fully and actively in the classrooms and were allowed to ask questions wherever necessary. Responding to questions asked enhanced their learning.

Through the group discussions approach, SWVIs were somehow given chances to share some of the teaching approaches with their fellow sighted students and presented what had been discussing, hence learning in the same way as their fellow sighted students. This is in line with the Social Model of Disability which upholds that teaching approaches to be used in inclusive settings have to vary and be modified to accommodate unique learning needs of SWVIs in order to facilitate their engagement in learning (Avramidis and Norwich, 2016). These results support the findings by Mwoma (2017) who states that SWVIs require teachers' use of a range of teaching approaches, which involve different sensory stimulations such as sounds, touches, smells, textures and shapes. This helps SWVIs to build a picture of the world around them, hence, effective learning.

On the contrary, some teachers were reported to be using teaching approaches which were not participatory in nature. The approaches included lecturing which inhibited learning of SWVIs. The findings have also revealed that lecturing approach to teaching is less supportive and less helpful to the learning of SWVIs in inclusive classes. It has also been revealed by respondents that lecturing makes SWVIs passive during teaching-learning processes thus enhancing cramming and rote learning by SWVIs. The findings are consistent with what have been revealed by Kisanga (2017), Mhagama (2014), and Possi and Milinga (2017) that, some of the teaching approaches and strategies employed by teachers in inclusive classes are not friendly to SWVIs. The authors add that, despite the fact that inclusive classes include SWVIs, most teachers tend to use ordinary teaching approaches and strategies such as lecturing and "talk and chalk," to present their lessons as if the classes involve sighted students only.

Previous studies have demonstrated that, employing general teaching strategies, such as 'talk and chalk' method, lecture method and mentioning a student by pointing at him or her, denies teachers from considering the unique learning needs of SWVIs during instructional

processes (Chitiyo and Brinda, 2018; Kija, 2017; Mwoma, 2017; Kisanga and Richards, 2018; Vollinger and Supanc, 2019).

The studies have recommended that, teachers who teach inclusive classes which involve SWVIs should employ adaptive teaching and learning strategies such as cooperative teaching and collaborative learning rather than using conventional teaching strategies. Looking at these studies, one learns that the conventional/general teaching approaches inhibit learning of SWVIs.

Another finding showed that, some of the approaches used were not modified to suit the learning needs of SWVIs, leading to limited participation of SWVIs into the lessons which made them to be inactive and unconfident. The findings concur with the assumptions of SMD which proclaim that limited knowledge on disability and irrelevance of the support provided to learners with disability have adverse consequences to the teaching-learning process of students with special educational needs (Owen, 2015). This is contrary to what Masanja, (2016), Mastropieri and Scruggs (2018) and Sharma, Armstrong, Merumeru, Simi and Yared (2018) who recommend that success in the provision of inclusive education for SWVIs depends much on the adaptation of teaching and learning approaches. The authors emphasize upon making a paradigm shift from non-participatory approach which is a traditional teaching, to modern teaching that involves interaction between a teacher and a student, where different needs of students are considered. It is for this reason that teaching in inclusive classes with SWVIs requires to be more individualised compared to the ones used in normal classes with few diversities among students. It is therefore important that teachers establish special pedagogical approaches that involve using alternative enhanced teaching and learning modalities.

Generally, the findings show that the teaching approaches being employed by teachers in teaching inclusive classes incorporating SWVIs in Korogwe girls' secondary school, and the way they are employed, do not accommodate the learning needs of SWVIs. Some of the approaches seem to be helpful and appropriate in teaching SWVIs in some of the subjects but are unsuitable in other subjects. All in all, teachers should properly select and employ appropriate teaching for the learning needs of SWVIs. Students with special education needs, including those with visual impairment learning in inclusive classes require teachers to apply

distinctive teaching methods and adapted approaches to suit each student according to his/her learning difficulties, needs and expectations as asserted by Mwoma (2017).

Teaching strategies and approaches to be used for SWVIs strategies ought to be modified according to severity of visual disabilities among the students. This suggests that SWVIs require unique ways of addressing their academic problems. In this regard it is important for teachers to predetermine effective teaching approaches for teaching SWVIs. This is in line with Mwoma (2017), who upholds that teachers should adopt teaching approaches such as sounds, smells, textures and shapes which allow SWVIs to use different sensory stimulations so as to help them build a picture of the world.

Summary of the Study
This study was conducted to assessed the teaching approaches employed by secondary school teachers teaching in inclusive classrooms with students with visual impairment to find out the extent to which the approaches suited the students' learning needs. A qualitative research approach through aa single case research design was used to obtain the necessary data. Data were collected using purposive sampling procedures whereby 24 respondents were used for data were collection through semi-structured interviews, non-participant observations and documentary reviews. Thematic data analysis procedures were employed and data were presented using descriptions, tables and charts. The From the findings it has been revealed that some of the teaching approaches used by teachers accommodated the learning needs of students with visual impairment.

CONCLUSIONS
In light of the main findings, the following conclusions are drawn:
Firstly, most of the teachers teaching inclusive classes that incorporate SWVIs lack requisite competences (knowledge and skills) on special needs education. With this limited awareness, such teachers are not at good position to plan, structure and modify teaching approaches to meet the learning needs of SWVIs in inclusive classes. Secondly, the study has revealed that, most teachers teaching in inclusive classes wich incorporate SWVIs use teaching approaches which are not modified to suit the learning needs of SWVIs. Instead, they are mostly employing ordinary teaching approaches that are less appropriate to SWVIs. Finally, the study has revealed that, teachers teaching SWVIs via inclusive classes

encounter several challenges during teaching. Such challenges reduce their efficiency in teaching and affect learning of SWVIs.

RECOMMENDATIONS

The study provides the following recommendations for action, policy and further research:

Firstly, the government should train and equitably deploy teachers who are qualified to teach SWVIs. Besides, enough awareness should be raised to teachers who teach inclusive classes which incorporate SWVIs. This can be done through organising regular in-service trainings and professional development courses to teachers. In so doing, such teachers will develop the ability to accommodate them during teaching-learning processes.

Secondly, teachers teaching inclusive classes that incorporate SWVIs have to adopt appropriate teaching approaches which accommodate those students. Teachers should therefore make proper modifications to those approaches and ensure that the approaches are applicable to SWVIs. The approaches will facilitate effective teaching and learning of SWVIs.

Finally, since the scope of the study was confined to one inclusive public secondary school, with the possibility of leaving behind some of the issues in this area of study that are equally important and need to be explored, the study thus recommends for another study of the same nature to be conducted in more inclusive secondary schools in Tanzania. The proposed study will be wider in scope and thus providing a comprehensive picture of the findings featuring the national level.

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