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“TEACHING ENGLISH TO BLIND CHILDREN: A CASE STUDY”

For the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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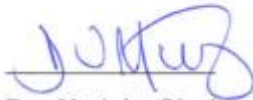
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DEDICATION

To God who has permitted me to live and see this research project. For giving me wisdom and strength to complete this academic stage. Thanks to his mercy, I can say that I have achieved everything I set out to.

To my parents who have been an important part of my education and have given me everything I need to be who I am now.

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ABSTRACT

Learning English is commonly seen as a necessary skill for academic and professional purposes. If we make a study of how many public or private schools have teachers trained to teach students with disabilities, we will realize that this number is zero, because Mexico is not an inclusive country, therefore there are no strategies that verify the teaching of English to disabled students.

In this context, the present study seeks to identify the most appropriate didactic strategies to teach English to students with visual disabilities. A qualitative method approach was adopted, being a case study, using two interviews (teachers and students) with open questions.

The participants were two teachers who teach people with visual problems, and three students with this condition.

The main findings mainly indicate that teachers are not trained to teach students with SEN. With the help of the five strategies of Oxford (1990), we realized that the best strategy to teach students with visual problems is memorization, it is a strategy in which students learn with the help of teachers and peers to help them. To relate a concept to an object or sound.

In the following part, one of the best strategies is the emotional one on the part of teachers, when they really have the vocation and dedication to teach all kinds of people, but it was also found that students sometimes see that "affection" as a synonym pitying.

One of the most relevant aspects that is concluded from the interviews is the lack of vocation and inclusion, not only on the part of the teachers, but also of the classmates.

CHAPTER I

Introduction

1.1 Rationale for topic selection

This topic is very important to me. In 2018, when I was in the third semester of my degree, I witnessed the treatment given to people with a Special Educational Needs (SEN) and how they did not feel capable of defending themselves. I refer to a person with a different capacity because when I say SEN students, I feel that it is synonymous with exclusion and discrimination. I think that all people know that someone with a disability has a special way of learning, performing, and interacting, so if we talk about a person with visual impairment, learning is difficult.

Currently, I teach preschool and elementary school children, and I realize that teaching is not an "easy" task, children do not have different capacities from mine, but with a child who does, in my opinion, I think they need more attention. Many teachers at the beginning of having such a child try to be the most professional, but over time this becomes tedious because most of the teachers do not have training or knowledge of the way of working with SEN students.

1.2 Significance of the topic/ Justification

This study is important to all teachers of English, future teachers, and students of English Language Teaching (ELT). This research will help teachers with strategies to be able to include students with a different ability, not to give them the due importance, to give them a passing or failing grade without first knowing the knowledge they have.

1.3 Theoretical context of the research

The most recent case study on people with special education needs was in 2019, by Morúa, in which she found that there is a high percentage of people with blindness. Most of that percentage has been excluded or has suffered some type of discrimination. She even found that there are policies which prohibit any type of exclusion or discrimination against children, adolescents, adults, or any type of person who has a visual impairment.

I think that children with these different abilities are not to be blamed for their problems or for not feeling enough for the classes like their other classmates. There are even cases of children who no longer want to go to school with sighted children due to lack of motivation and inclusion.

Another case study is that of Cortés (2019) entitled "Researching Language Teachers' Strategies to Develop the Speaking Skills in Down Syndrome Children: A Case Study ", in which he talks about the difficulty of developing certain things in children with Down syndrome with physical problems. I can realize that not only are there visual problems, but there are also children who not only have a different ability but may have more than one.

For this reason, I decided to investigate in depth about teaching children with different capacities, some strategies and even methods that facilitate the teaching and learning of English in addition to inclusion and the rights that children must defend themselves and be able to have equal treatment.

1.4 Research setting

This research took place in the states of Puebla and Chiapas. Given that most of the study was carried out during the Covid-19 pandemic, most interactions were virtual through videoconferences. Public and private elementary schools, in which work will be done with teachers and, if applicable, with students.

1.5 Aim/ Purpose

This thesis aims to identify the most suitable teaching strategies to teach English to students with visual impairment. To do that, this project will include the following objectives:

1. From the teacher's perspective, to identify the most suitable teaching strategies to teach English to students with visual impairment.
2. From the visual impaired student's perspective, to identify the most suitable teaching strategies to learn English.

1.6 Research questions

The guiding questions in which this research is framed are the following ones:

1. From the teacher's perspective, what are the most suitable teaching strategies to teach English to students with visual impairment?
2. From the teacher's perspective, what are the most suitable learning strategies to teach English to students with visual impairment?
3. From the visual impaired student's perspective, what are the most suitable teaching strategies to learn English?

CHAPTER II

Literature Review

2.1 Chapter overview

This chapter describes the main themes that frame the present study. First, the concept of special education is discussed. Second, inclusive education, educational problems, diversity in education, ELT and students with special needs, these topics help us to know the needs, problems that arise in teaching children with SEN, in the same way to know a little more about these concepts.

In the same way, three different disabilities will be discussed, such as: Hearing deficit in education, Autism and ELT Students and with visual impairment, so that we can make a comparison that there is not only one disability in which it is more difficult to teach and learn.

Teaching techniques and strategies for students with vision problems will also be discussed.

2.2 Special Education

There are several definitions about special education. The definition provided by Clandfield (2014,) in which he affirms special education as

The use of the terms Special Needs and Special Education themselves implies that they are distinct from regular education, abnormal in some way. It is very easy to think of them as leading to the accommodation of various kinds of disabilities, something that characterizes a humanitarian society in which all are included, and all can prosper (p.113).

Similarly, Mateos (2008) describes special education as “The term special education has traditionally been used to name a type of education different from regular or ordinary education, since previously both types of education took parallel paths in which there were

no points of agreement or comparison" (p. 3). Vásquez, et al (2020) point out that " Special Education is a discipline that has traditionally taken care of the school population with disabilities or more severe learning difficulties" (p.2).

Looking at the objectives of this case study, the definition provided by Vásquez et al (2020) is more related to what I expect in addition to being one of the most current and explaining that special education is a discipline that is directed to the school population with disabilities or more severe learning difficulties. In the following part, I will describe the concept of inclusive education which is different from special education.

2.3 Inclusive education

In this section, I will describe some relevant definitions about inclusive education. An example is the definition provided by Haug (2017) who states that inclusive education is

an approach to schooling in which students with many kinds of disabilities and learning needs are educated in classes with non-disabled and typically developing students. In an inclusive arrangement, students who need additional support and services spend most of their time with their non-disabled peers rather than in separate classrooms or schools (para. 3).

In addition, Suleymanov (2015) explains inclusive education as

a multicomponent strategy or, perhaps, a mega- strategy. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for all. Inclusive Education means educating learners with special educational needs in regular education settings (p. 4).

Moreover, Kirschner (2015) suggests that

inclusive education is an approach to schooling in which students with many kinds of disabilities and learning needs are educated in classes with non-disabled and typically developing students. In an inclusive arrangement, students who need additional

support and services spend most of their time with their non-disabled peers rather than in separate classrooms or schools (para. 1).

Analyzing the different definitions, I realize that Kirschner's (2015) definition is the most like what I was looking for, because inclusive education is the acceptance of children, adolescents, and adults with a different capacity to interact and be accepted in a standard environment such as that of all. In the following part, I will describe the concept of educational problems which is different from the previous.

2.4 Educational problems

In this section, the most salient educational problems that teachers might encounter in the classroom will be described. Kapur (2018) describes that “in educational institutions, kindergartens, middle school and even in universities, there are some students who encounter learning disabilities. Students may encounter learning disabilities and problems with regards to different concepts and subject areas” (para. 1). Similarly, Gutiérrez (2015) affirms that

education presents serious problems, among them: educational reforms, unequal distribution of resources, general conditions of schools, interests different from those of educational work, unsatisfactory evaluations at all levels, dropouts, little terminal efficiency, little support from parents, educational inequity, corruption, access limitations, discrimination among others (para.4).

Ramadán and Aleksandrovna (2018) described that “educational problems are defined as: the group of difficulties facing students, which negatively affects their academic level, social interaction and value system” (para. 6). As can be observed from the previous definitions, and considering the aims of this study, the last definition from Ramadán and Aleksandrovna (2018) is the closest to my case study. For the next part, the importance of diversity in education will be discussed.

2.5 Diversity in education

As diversity in a classroom is more present than ever in private and public institutions, this section will describe in detail this theme.

The definition provided by Gil (2001) in which he affirms that “respect for the individual differences of the students, as an inherent consideration of the human being. Diversity and culture are collected in values as basic pillars that must sustain our educational actions” (para. 2) In addition, Blanco (2008) reports that

The inclusion of diversity in the classroom means making effective for everyone: the right to quality education, equal opportunities, and participation. Further, it means removing the barriers that many students face in accessing learning and participating. These barriers are in society, in school, in the classroom and many times in the very people who have the task of teaching (p.8).

Additionally, Drexel University (2014) proposes that

fostering inclusion and awareness around multicultural education and taking a culturally responsive approach to teaching benefits all students. Not only does creating greater multicultural awareness and inclusion help students with different backgrounds and needs succeed, but it encourages acceptance and helps prepare students to thrive in an exponentially diverse world. (Para. 3)

Looking at the objectives of this case study, the definition provided by Drexel University (2014) is more related to what I expect because it explains that the diversity in education is important to inclusion and awareness around multicultural education benefiting all students. You can also add some information mentioned in the agenda 2030, there's an objective that talks about the point you're highlighting above, inclusion and equity.

2.6 ELT and students with special needs

In section number two, ELT and students with special needs will be described, and the different definitions of disabilities. An example provided by Diniz et al. (2009) states that “disability is not summarized in the catalog of diseases and injuries of a biomedical expertise of the body, it is a concept that denounces the relationship of inequality imposed by environments with barriers to a body with deficiencies.” (Para.2) In addition, Cáceres (2004) explains that

disability: is any restriction or absence (due to a deficiency) of the ability to carry out an activity in the manner or within the range that is considered normal for any human being. It is characterized by inadequacies or excesses in performance and behavior in a routine activity, which can be temporary or permanent, reversible, or irreversible, and progressive or regressive. (Para.4)

In addition, Kazou (2017, 2) provides a definition which emphasizes that

Disability is the multi-dimensional and interactive experience of a wide range of difficulties in functioning; in particular, these difficulties include impairments, limitations in performing activities and restrictions in participating in life situations and arise out of the complex interaction between health conditions, personal factors, and barriers in the physical and social environment. (p.1)

As can be observed from the previous definitions, some authors (Diniz et al., 2009) describe those disabilities as deficiencies. Nevertheless, considering the aims of this study, Kazou’s definition is more related to what I intend to achieve because a disability is the difficulties in functioning; in particular, these difficulties include impairments, limitations in performing activities and restrictions in participating in life situations, and arise out of the complex interaction between health conditions, personal factors, and barriers in the physical and social environment. In the following part, the hearing deficit in education will be described.

2.7 Hearing deficit in education.

In this section, I will explain about the most important concepts to consider when teaching students with hearing deficits. Domínguez (2017) explains that

The education of deaf students, like that of the rest of those who are considered to have specific educational needs, does not escape this dilemma - perhaps it exemplifies it in an illustrious way - and, in any case, as many authors have shown, generates enormous controversies. (p. 2)

Similarly, Lissi et al. (2012) affirm that

deaf education has historically been characterized by the controversy between different approaches, basically by the opposition between those who emphasize the development of the oral language, discarding the use of sign language used by the deaf community of the country and those who defend an approach in which this is recognized as the first language of deaf people, using it to teach content and developing the knowledge of the majority language as a second language. (Para. 1)

Ruíz (2015) points out that hearing impairment “...is the lack of the partial or complete ability to listen ...and includes a lesser or greater limitation for communication and the development...academic and professional level, which may have consequences in the psychological, emotional and behavioral field” (p.21). Ruíz’s (2015) definition explains that hearing impairment not only affects education but also each of their daily activities. The next part, I will talk about autism, knowing a little about other disabilities makes us realize that not only blindness presents problems with learning.

2.8 Autism

To fully achieve the purpose of this project, it is important to talk about other disabilities which may have an impact on both learning and teaching a foreign language. An example of definition from autism is by Quijada (2008) that clarifies “it is defined as a generalized

disharmony in the development of higher cognitive functions and independent of the initial intellectual potential” (para. 1) In addition, Pennington et al. (2014) note that “autism spectrum disorder (ASD) refers to a group of pervasive neurodevelopmental disorders that involve moderately to severely disrupted functioning in regard to social skills and socialization, expressive and receptive communication, and repetitive or stereotyped behaviors and interests” (para. 1). Copeland (2018) describes that “autism spectrum disorder (ASD) is a complex developmental condition that involves persistent challenges in social interaction, speech and nonverbal communication, and restricted/repetitive behaviors. The effects of ASD and the severity of symptoms are different in each person” (para. 1). The definition that is closest to my case study is that of Copeland (2018) in which he explains that autism is a complex developmental condition in which social interaction, speech and non-verbal communication and restricted-repetitive behaviors which are actions that affect the person.

2.9 ELT and visually impaired students

Since the focus of this study is on visually impaired students, ELT and visually impaired students will be discussed in this section. Başaran (2012) affirms that “techniques that educate the visually impaired in general and teach them English in particular and theoretical assumptions underlying such teaching or instruction are supposed to be rather different” (p.3). Similarly, Coşkun (2013) reports that

however, that the foreign language needs of the visually impaired learners have been ignored. In addition, their foreign language acquisition is often developed without adequate context, sufficient examples, or reinforcement through all the sensory media. Moreover, students with visual impairment are likely to find themselves marginalized and isolated from the foreign language classroom atmosphere. (Para. 1)

Susanto (2018) points out that “visually impaired students pose difficulties in learning foreign language since human vision serves as a major stimulus for learning a language,” and that “Without vision, the students rely on the remaining senses of hearing and motor-

kinesthetic feedback in learning. In teaching and learning the language, at least there are two basic barriers found in the classroom” (para. 2). Nevertheless, considering the aims of this study, Susanto’s definition is more related to what I intend to achieve because he explains that visually impaired students pose difficulties in learning foreign languages. At this point, I have presented topics related to education and some learning disabilities, but it is now necessary to discuss the techniques and strategies to teach English to visually impaired students.

2.10 Techniques and strategies to teach English to the visually impaired students

In this section, the techniques and strategies used to teach English visually to people with disabilities will be presented. First, a project that took place in Turkey that explains Techniques that are used to educate the visually impaired in general and teaching them English and theoretical assumptions underlying such teaching or instruction are supposed to be rather different.

Başaran (2012) proposes the improvements in the field of educating the blind and the visually impaired, the covariance structure of the language used by children who are blind and those who are sighted is similar, verbalism, the use of plausible techniques for educating visually impaired students, neuro-linguistic programming can enhance the visually impaired student's ability to fully explore the intellectual realm and exciting world of learning that surrounds him/her. And ‘small culture’ (conventions created within a small group) and oral interaction of blind children with their environment when learning a foreign language.

In addition, Kocyigita and Sabuncu (2015) explain that in this study the teacher must implement activities making use of the other senses that the child has so as not to exclude it, however they do not have the necessary training.

Finally, in Iran, using songs and music in the British Virgin Islands (BVI) children’s English classrooms can work as a tool to accelerate their learning speed. There is a strong and powerful relationship between music and language. Listening to songs is a suitable technique for learning English vocabularies and for saving them in one’s long-term memory.

2. 11 Six Main Categories of L2 Learning Strategies

There exist six major groups of L2 learning strategies that have been identified by Oxford (1990). I selected these strategies because they are proven strategies in teaching, and even to teach students with disabilities they are effective, for example my favorite is memorization since it is a strategy that is used with students with visual problems.

2.11.1 Cognitive strategy

Cognitive strategies enable the learner to manipulate the language material in direct ways, for example, through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally. Cognitive strategies were significantly related to L2 proficiency in studies by Kato (1996), Ku (1995), Oxford and Ehrman (1995), Oxford, Judd, and Giesen (1998), and Park (1994), among others. Of these studies, three were specifically in EFL settings: Ku (Taiwan), Oxford, Judd, and Giesen (Turkey), and Park (Korea). The other two studies involved the learning of Kanji by native English speakers (Kato, 1996) and the learning of various foreign languages by native English speakers (Oxford & Ehrman, 1995).

2.11.2 Metacognitive strategies

Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering, and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall. Among native English speakers learning foreign languages, Purpura (1999) found that metacognitive strategies had "a significant, positive, direct effect on cognitive strategy use,

providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (p. 61).

2.11.3 Memory-related strategies

Memory-related strategies help learners link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and image (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard).

Memory related strategies have been shown to relate to L2 proficiency in a course devoted to memorizing large numbers of Kanji characters (Kato, 1996) and in L2 courses designed for Native-English speaking learners of foreign languages (Oxford & Ehrman, 1995). However, memory-related strategies do not always positively relate to L2 proficiency.

2.11.4 Compensatory strategies

Compensatory strategies (e.g., guessing from the context in listening and reading; using synonyms and “talking around” the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) help the learner make up for missing knowledge.

Cohen (1998) asserted that compensatory strategies that are used for speaking and writing (often known as a form of communication strategies) are intended only for language use and must not be language learning strategies. However, Little (personal communication, January 1999) and Oxford (1990, 1999a) contend that compensation strategies of any kind, even though they might be used for language use, nevertheless aid in language learning as well. After all, each instance of L2 use is an opportunity for more L2 learning. Oxford and Ehrman

(1995) demonstrated that compensatory strategies are significantly related to L2 proficiency in their study of Native-English-speaking learners of foreign languages.

2.11.5 Affective strategies

Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to L2 proficiency in research by Dreyer and Oxford (1996) among South African EFL learners and by Oxford and Ehrman (1995) among native English speakers learning foreign languages. However, in other studies, such as that of Mullins (1992) with EFL learners in Thailand, affective strategies showed a negative link with some measures of L2 proficiency. One reason might be that as some student's progress toward proficiency, they no longer need affective strategies as much as before. Perhaps because learners' use of cognitive, metacognitive, and social strategies is related to greater L2 proficiency and self-efficacy, over time there might be less need for affective strategies as learners' progress to higher proficiency.

2.11.6 Social Strategies

Social strategies (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language. Social strategies were significantly associated with L2 proficiency in studies by the South African EFL study by Dreyer and Oxford (1996) and the investigation of Native-English-speaking foreign language learners by Oxford and Ehrman (1995).

To conclude this chapter, I can say that these topics enrich the study because they give us concepts to better understand the teaching of SEN students, and I think that for this reason in our country there is no culture of learning more when we meet a disabled student, as stated by inclusion and diversity in education. Similarly, it should be noted that we have some strategies that would undoubtedly work for us when teaching.

CHAPTER III

Methodology

3.1 Overview

In this chapter, the methodological considerations for the thesis project and the choice of instruments are presented. In addition to that, it also provides information about the context of the research, participants, and technique to gather the data.

3.2 Description of the overall research design

A research design might adopt three different methods to gather, analyze and interpret significant information into a study; these methods are: qualitative, quantitative, and mixed methods. The first method is quantitative, and it will be explained in the following statement.

According to Hancock et al. (2009), “Quantitative research tends to focus on ways of describing and understanding reality by the discovery of general ‘laws’” (p.6). In other words, this method focuses on statistical systems, surveys, questionnaires; some structure that interprets by numbers or percentages the collected data.

Additionally, Creswell (2009) explains that “Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures” (p.4). In other words, he mentions this research is an approach for analyzing theories and methodologies by variables, this means the results from the procedures must be measured and interpreted by numbers, graphics, and tables.

Defining qualitative research as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. This formulation is developed as a tool to help

improve research designs while stressing that a qualitative dimension is present in quantitative work as well, this is according to Aspers (2019).

According to Parkinson and Drislane (2011) “qualitative research is research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. Sociologists using these methods typically reject positivism and adopt a form of interpretive sociology” (p.11). In other words, this method teaches us to take a closer look at an investigation.

On the other hand, there exists an alternative method which is the mixed methods approach and as its name says, this method is a combination of the previous two methods mentioned in the last paragraphs. To be clearer, according to Creswell (2009)

Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone (p.4).

This method contains both qualitative and quantitative approaches; and even though each method has differences and similarities when they are combined, the researchers’ results are complete and more interpreted with more accuracy.

Additionally, Dudley-Evans and John (1998) point out that “Evaluation can be both qualitative and quantitative. Tests and objective questions questionnaires provide numbers of percentage for individual items. They provide answers to what questions but cannot easily address the how or why” (p.128). They state each research has its own instruments and that it provides and interprets the results in many different forms, just in that way the researcher may obtain a complete panorama complementing the two approaches one to another.

3.3 Method

As defined in the previous paragraphs, the three methods are completely functional depending on the objective the researcher has in relation to the research, and before selecting the type of research is required to this research, it is important to mention and considering the investigation; the needs analysis, the participants, the setting to find out the ideal method.

To select the method that will be used in this case study, it is important to know that there are three types of methods, qualitative, quantitative, and mixed methods.

The first is the quantitative method. According to Aliaga, and Gunderson (2002), describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods, in particular statistics.

Considering this, the choice for this study is a qualitative method. Parkinson & Drislane explain that the qualitative method is used in a case study. Yin (2003) defines a case study as a research strategy that helps us understand phenomena in real life situations and the strategy is common in a wide range of fields, such as psychology, sociology, political science, social work, and business. In this method, it is the one that results in a narrative and descriptive account of an environment or practice. This is because it does not seek to alternate something in each study, it only seeks to communicate strategies and techniques on teaching children with visual problems. That is why the researcher chose this method with its specific design.

3.4 Approach

To be more precise, the method used in this research is a case study. According to Mitchell (1983) defined a case study as a “detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibit) the operation of some identified general theoretical principles” (p. 192). In other words, it is a more detailed investigation on a specific topic in which clearer actions are observed.

Yin (2003) defined a case study as a “research strategy that helps us understand phenomena in real-life situations and the strategy is common in a wide range of fields, such as psychology, sociology, political science, social work, and business” (p.1). This means that it helps us to understand more closely what is happening with our research.

3.5 Instruments

In this research, the application of open response questionnaires was planned. According to Fauvelle (2019), an open-ended question is a question that allows the respondent to express himself or herself freely on a given subject. This type of question is, as opposed to closed-ended questions, non-directive and allows respondents to use their own terms and direct their response at their convenience.

Open-ended questions, and therefore without presumptions, can be used to see which aspect stands out from the answers and thus could be interpreted as a fact, behavior, reaction, etc. typical to a defined panel of respondents.

Questions that allow the target audience to voice their feelings and notions freely are called open-format questions or open-ended questions. These questions are not based on predetermined responses, giving respondents an opportunity to express what they feel is right, and often provide real, perceptual, and at times, startling proposals. Open-ended questions placed at the end of a questionnaire tend to draw accurate feedback and suggestions from respondents as well.

Open-ended questions are free-form survey questions that allow respondents to answer in open text format so that they can answer based on their complete knowledge, feeling, and understanding. It means that the response to this question is not limited to a set of options. This work is a case study on teaching a foreign language to visually impaired children. It is experimental as it seeks change in teaching, the inclusion of children with disabilities and strategies for learning children with visual problems.

3.6 Participants

The participants of this study included teachers who have previously taught visually impaired students, and visually impaired students who have taken English lessons at some point of their education. Participants' identities have been concealed by using pseudonyms. Two teachers were invited to participate, particularly, to describe the teaching strategies they have used with visually impaired students. The first teacher Maria works at UNACH in Chiapas, she is 65 years old. The second teacher, Regina, works at CAMP "Club de Leones" in Puebla, she is 45 years old. As mentioned before, 3 students participated in this study. First, Grecia, who is 24 years old, she studies a degree in English Language Teaching at BUAP. Second, Marco, he is 35 years old, and he has a technical career in physical therapy. Finally, Mario, who is 35 years old, he studied physical culture in BUAP. All three participants have full visual impairment.

3.7 Setting

This study was carried out in two states. In the state of Puebla, at a private institution which only works with visually impaired students, and at a public university which accepts students with visual impairment in their B.A. programs. In the state of Chiapas, one of the participants works at a public university in which there is a program to teach English to the visually impaired.

3.8 Technique

For this study, according to the approach that was selected to this research, to collect the data from context and the participants were used a technique. A series of interviews with open-ended questions were carried out.

3.9 Data Analysis

To reach the objective of the research, the participants (teachers) answer interviews with questionnaires about teaching children with disabilities, which allow us to know if there are teachers with training to teach or seek their own techniques. As a first step, the instruments were designed according to the bases required for this research. Secondly, the instruments were applied, then the answers were analyzed by using the second language learning strategies as categories to code the data. All the results of the data collection are shown in the following chapter IV.

CHAPTER IV

Findings

4.1 Introduction

To achieve the objectives stated at the beginning of this thesis, the information obtained through the interviews with our participants was emptied to obtain a better understanding of the results. In this chapter, the main purpose is to answer the research questions, and to describe if the strategies work or not from the perspective of the teachers and the students.

The results are presented in order, starting with the teachers' perspective and their respective strategies, then the students' perspective and their strategies. Finally, the challenges are presented from the point of view of teachers and students during their teaching and learning years respectively.

4.2 Chapter overview

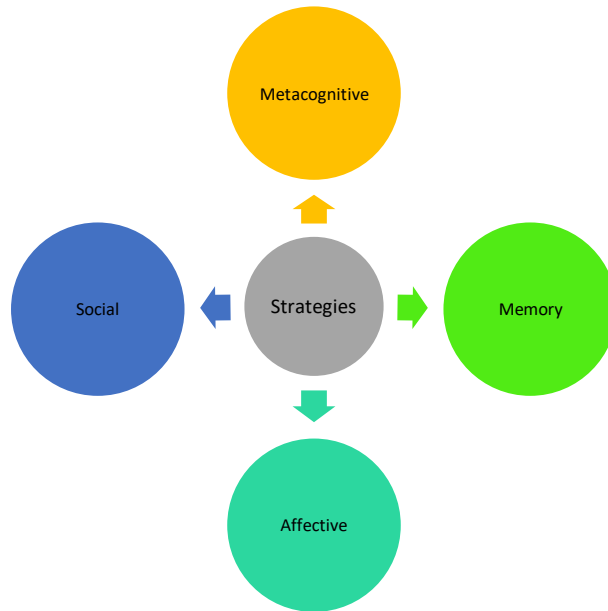
This section is to answer the research questions:

1. From the teacher's perspective, what are the most suitable teaching strategies to teach English to students with visual impairment?
2. From the teacher's perspective, what are the most suitable learning strategies to teach English to students with visual impairment?
3. From the visual impaired student's perspective, what are the most suitable teaching strategies to learn English?

The chapter is divided into two sections, which are each of the questions. In 4.3 the teachers' perspectives are discussed by describing their teaching strategies and students' perspectives, expressing their learning strategies in 4.4.

4.3 Teachers' perspectives

In this section, I will present the main teaching-learning strategies for people with visual impairment, from the teachers' perspective. The following diagram represents the strategies teachers described when teaching English to visually impaired students.



As explained in chapter 2, Oxford (1990) provides five strategies for learning a foreign language, both participant 1 and participant 2 reported only four strategies in teaching visually impaired children. In the following sections, I will describe one by one in detail.

4.3.1 Metacognitive

As explained in chapter 2, metacognitive strategies are employed for managing the learning process overall. Participant 1 tells us about this strategy because she accelerates the learning process of her students by describing the objects, tasks, materials, and everything that the children are going to use in their learning. Children, not being able to see the objects and materials that their teacher is going to use, try to imagine it with the detailed description. As the following excerpt shows:

Excerpt 1.

“Yo les describo todo a mis alumnos para que imagen lo que digo y entiendan un poco mejor.”

Describing images is not only an obvious strategy when teaching visually impaired students, but also a way of enhancing metacognitive skills since, as many people know, when you lack one sense the other ones develop more. Thus, teacher 1 seems to be aware of the implications regarding the usefulness of metacognitive strategies.

4.3.2 Memory

Memory-related strategies help learners link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly string.

This strategy is used by the teacher Regina, in which the children memorize a word with some textured object they have, the children learn better by relating. As the following excerpt shows:

Excerpt 2.

“También lo que hago es darles a mis alumnos materiales con textura para que ellos relacionen y memoricen por ejemplo una palabra con la textura, imagen o su imaginación.”

The memorization strategy is the most popular strategy in the teaching of blind people, this is because they tend to learn better by memorizing what the teachers teach, and they relate each object, structure, with a word (vocabulary).

4.3.3 Affective

Affective strategies, such as identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to L2. Affective strategies help the teacher more than the student, since teachers adapt to the needs of their students, and facilitate their learning. As the following excerpt shows:

Excerpt 3

“Yo pienso mucho primero en los niños, y me doy cuenta cual es la mejor manera en que cada niño aprende, por lo regular los niños aprenden mucho con audios y con tacto, ya que son sus sentidos que más utilizan.”

Excerpt 4

“La sensibilidad hacia los niños hizo que pensara en las necesidades de ellos antes de enseñarles.”

Being sensitive to a person with a disability is something that not all people have, even I feel that not all teachers have. A vocational teacher should have sensitivity when he/she teaches.

4.3.4 Social

Social strategies help the learner work with others and understand the target culture as well as the language. This strategy is used because it helps children to relate to people with visual disabilities and people who do not have one. As the following excerpt shows:

Excerpt 5

“Yo tengo un grupo de niños ciegos para que aprendan a hacer material o manualidades y los integró en diferentes grupos para que se relacionen y aprendan de otros niños.”

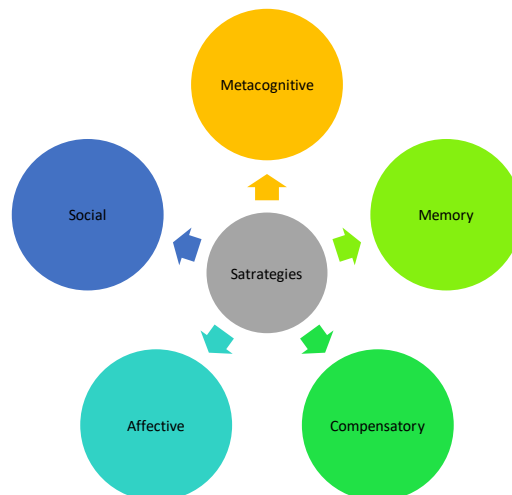
This strategy is essential in the learning of a blind person because it must relate to their environment, whether they are people with disabilities or not, this makes the person learn faster and learn from others.

4.3.5 Compensatory

Compensatory strategies help the learner make up for missing knowledge. This strategy is not used in teaching blind children, this could be caused by the fact that children do not learn to speak or write quickly, but first they learn vocabulary and not grammatical structures, and teachers do not always talk about reviewing, but rather it is the students' task.

4.4 Students' perspectives

This section will talk about learning strategies from the perspective of students, and it is more important to me because it is the way they learn best. The following diagram represents the strategies students described when learning English.



4.4.1 Metacognitive

Metacognitive strategies are employed for managing the learning process overall. This strategy is used by student 1, who is autonomous and accelerates her learning by looking for vocabulary and information that she does not know. As the following excerpt shows:

Excerpt 1.

“Leer artículos para aprender más vocabulario.”

This strategy is used by students who always want to learn more than what is taught and by students who have doubts or more work to learn. It is not only used by people with disabilities.

4.4.2 Memory

Memory-related strategies help learners link one L2 item or concept with another. This strategy is used by my three student participants because they have better memory, and they relate the things they learn to something they imagine, touch, or memorize.

That is why a blind person constantly applies serial memory strategies in daily circumstances, which is why they tend to develop superior skills. As the following excerpt shows:

Excerpt 2.

“En el apoyo de mis maestros con sus dictados hacía que me memorizara lo que me enseñaban y a la larga fuera más fácil.”

Excerpt 3.

“Lo que trataba de hacer es memorizar lo que me decían para facilitar un poco mi aprendizaje, ya que no tenía mayor apoyo.”

Excerpt 4.

“Para aprender vocabulario memorizo la palabra en los 2 idiomas, incluso en 3 porque aprendo alemán también.”

Memorization is the strategy most used by people who find it difficult to retain what they have learned in the classroom, so students who use this strategy associate a concept with a thing, structure, or word. In this case, we realize that all participants make use of this strategy.

4.4.3 Compensatory

Compensatory strategies help the learner make up for missing knowledge.

Students use this strategy because the topics, vocabulary, and structures that are taught are not always clear, at home they must study more. As the following excerpt shows:

Excerpt 5.

“Siempre hacía repaso de todo lo que me enseñaban los maestros y hacía un poco más fácil mi aprendizaje.”

Excerpt 6.

“Hacer presentaciones relacionadas con el tema que leía en los artículos para mejorar pronunciación.”

A review is what visually impaired students should always do after class for reasons that are not always clear on topics, vocabulary, or structures.

4.4.4 Affective

Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk.

Only the student Grecia spoke to us about this strategy during her student life, I think it is because not all students have teachers who show love for their profession and for teaching. As the following excerpt shows:

Excerpt 7.

“Yo creo que los maestros que me enseñaron con amor se sensibilizaban conmigo para que yo aprendiera porque era un poco difícil.”

Sensitizing people is very hard work for people with disabilities, and not because they want to "hurt" but because many teachers do not realize that they do not learn like the rest of their students.

4.4.5 Social

Social strategies help the learner work with others and understand the target culture as well as the language.

The social strategy is used by students who do accept the help of others to reinforce their learning. As the following excerpt shows:

Excerpt 8.

“Compañeros y profesores que me apoyaron mucho y eso hizo que fuera más fácil mi aprendizaje.”

Excerpt 9.

“Apoyo de su profesor tutorado.”

When a teacher includes you in a classroom, it is the best thing that can happen to a person with visual problems, but that a classmate is born is because he understood that in his environment there are all kinds of people, even if they are different from him.

4.5 Problems/challenges to learn English: teachers' perspective

This section is to talk about the problems and challenges in student learning from the teachers' perspective. The following diagram represents the problems and challenges when the students learn English, but in the teachers' perspective.



4.5.1 Financial

Financial support from parents' limits children's studies, especially if we are talking about children with visual problems, since studying in a special education school is more expensive and materials are much more expensive. As the following excerpt shows:

Excerpt 1.

“Yo pienso mucho en que los alumnos al no tener la posibilidad económica no estudian y les es más difícil la vida.”

Excerpt 2.

“Algunos estudiantes tenían dificultades económicas para adquirir sus materiales incluso para pagar sus cuotas de recuperación.”

The economic aspect counts a lot when it comes to education, since the study is not free, it takes anything from a pencil to a support / maintenance fee, if we talk about public schools. It is for this reason that it is very difficult for students with visual problems to continue studying.

4.5.2 Overprotection

Overprotection is part of the attitudinal type barriers. The term overprotection has been defined by different authors. In 2004, Barocio said that overprotection is preventing the young person or child from doing things on their own.

It is for this reason that some students cannot advance faster in their studies. As the following excerpt shows:

Excerpt 3.

“Recuerdo que la alumna Grecia era muy inteligente cuando estuvo en el CAMP club de leones y tenía una mejor posibilidad de irse más rápido a una escuela normal por su rápido aprendizaje, pero su familia la protegía y no querían que sufriera bullying o alguna otra situación.”

Taking care of our children is fine, it is no longer fine when we limit children to doing something that they can do, for this reason overprotection makes children not feel capable when carrying out an activity, a task or in this of blind children not being able to go out into their real environment.

4.6 Problems/challenges to learn English: Students’ perspective

This section is to talk about the problems and challenges in student learning from the students' perspective. The following diagram represents the problems and challenges when the students learn English, but in the students’ perspective.



4.6.1 Finacial

The economy makes students with visual disabilities stop their studies or fall behind in them. As the following excerpt shows:

Excerpt 1.

“Pues por falta de recursos económicos entré tarde a la primaria.”

Excerpt 2.

“Bueno un problema siempre fue el dinero para adquirir mis materiales ya que son muy costosos.”

The economic aspect counts a lot when it comes to education, since the study is not free, it takes anything from a pencil to a support / maintenance fee, if we talk about public schools. It is for this reason that it is very difficult for students with visual problems to continue studying.

4.6.2 Lack of teacher's support

The absence of teacher support for students with visual disabilities is because they do not have the appropriate methodology or vocation. As the following excerpt shows:

Excerpt 3.

“La falta de interés de mis docentes y compañeros me desanimaron y por esa razón deje el idioma.”

Excerpt 4.

“Muchas veces la falta de apoyo e interés de mis profesores me hacía dormirme en clases, no estudiar y muchas veces querer dejar la carrera.”

Students often express their feelings to a teacher who does not take the appropriate importance, this means that the lack of support from teachers to a blind person greatly influences their learning for reasons that without the teacher, it is more difficult and slower what they learn.

4.6.3 Lack of classmate's support

Classmates do not support blind children because they do not have the empathy to help, and they don't know what to do because they are not taught from home. As the following excerpt shows:

Excerpt 5.

“Nunca tuve un apoyo de mis compañeros porque ellos se daban cuenta de la falta de interés de los docentes.”

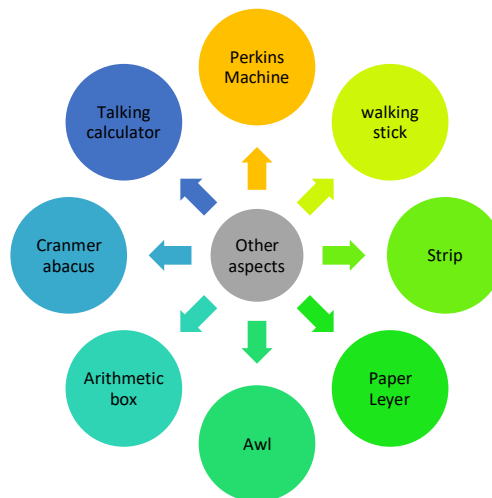
Excerpt 6.

“Cuando entré a la universidad la falta de apoyo de mis compañeros fue muy difícil porque nunca querían hacer equipo conmigo y no me apoyaban en ninguna circunstancia.”

In the case of the lack of support from classmates, it is the same, because when a teacher does not support the student with a disability, the classmates are expected to do so and many times it is not because they think that it is not their responsibility but if the child has a sense of sensitivity certainly will do.

4.7 Other aspects worth considering

This section is to talk about some important aspects in the life of a blind student. The following diagram represents these aspects.



When I did this research, I found other important aspects in teaching a person with visual problems and in their daily life, such as:

The Perkins machine, as its name suggests, is a machine that blind people use when learning to read. At the same time blind people make use of the strip, the paper Leyer and the awl, tools that are expensive to buy.

The white cane, which is white but with the sun's rays we see it as red or black. And he has a special day to celebrate, October 15.

The arithmetic box, as its name suggests, is a box with which blind students learn to know the numbers, add, subtract, or do any numerical calculation.

The Cranmer abacus is a tool to make numerical accounts.

And the calculator that talks, helps to do accounts faster but it is a tool that not all people have because it is very expensive. All these aspects are very expensive to have.

CHAPTER V

Conclusions

This chapter aims to present the main findings of this research, and a personal reflection. Also, the recommendations for future research in the teaching-learning of the English language to blind children, youth and adults are discussed and the impact that research of this type has on society, but let's not forget the limitations that exist. Also in this section is a summary of people who can benefit from this research.

5.1 Main findings

The purpose of this research was to identify the best teaching strategies for blind children, and the importance of teaching correctly so that students learn in a better way.

The first research question was aimed at knowing from the teachers' perspective what the best strategy or way is to teach the English language to people with visual problems. The findings showed that one of the best strategies is emotional on the part of teachers, when they really have the vocation and dedication to teach all kinds of people, but it was also found that students sometimes see that "affection" as synonymous with pity.

I think it is good because they teach with love and that is something that all teachers must do, and it is an objective that is sought with this research.

In the second question, you want to know what is the best strategy to learn English for students with visual disabilities from the teachers' perspective, in the same way, this question is a bit complex because the teachers focused on how they teach but not on how the students They learn better, but they have the idea that students learn more with the support of their peers and their teachers in the classroom and outside of it.

The last research question aims to know from the perspective of the students the best way in which teachers teach the English language to blind students, as a result we had that

memorization is the best strategy in which students learn with the help of teachers and classmates to help them relate a concept to an object or sound.

This study concludes that the main aspect that teachers need is training to be able to teach the best to students with visual problems but from the same teachers who are blind because they have the best teaching in which they learned themselves. In the same way, the main aspect that students need is that teachers have a balance between wanting to teach and knowing how to do it because the support they need will always be from the teachers.

Many teachers do not provide the best teaching to their students much less to their students with a specific disability because they think it is more difficult, that they need to learn more, because they have to take courses where they learn the best way to teach, for this reason The main thing that is needed is the vocation and interest to continue learning and try to be the best teacher for future students.

With this study, LEI students, teachers and future teachers can benefit, and it is important to reflect on the importance of teaching in the best way to students not only visually impaired but with any other, have love for what they do and always learn more than is known.

As a student at the language school and a future teacher, I have experienced a lack of interest on the part of teachers for students with disabilities and from colleagues, who in this case are future teachers.

This study can benefit teachers by making them aware of the important role they play in the learning-teaching process in students with disabilities, to know which is the best strategy and to know that all students learn in a different way.

5.2 Personal Reflection

As a student I learned the different types of strategies that exist and the characteristics of each one. I learned that each type of strategy helps to teach and learn in different ways. I know the needs of each student because each student learns in a different way, some learn better by memorizing and others by learning at home. In addition, I understood the importance and

impact that my research can have for students with a visual impairment since they feel that there are people interested in giving the best teaching.

As future teachers, it is important to give our students evidence that we are working, learning and taking courses every day in order to provide adequate teaching for their needs and not leave them in the corners of classrooms just because they do not know what to do with them, and also why not let them know that as teachers we care about them, striving and learning in order to give them a positive impact not only on their learning but on their life.

Now, as a teacher, it is important to reflect on the role that one has in front of a classroom, to know the impact that it will have for students and to think about how positive or negative it can be, as teachers we develop an important role in the lives of students and staff in students.

As a personal reflection and in conclusion, I believe that learning more about the different disabilities, the different teaching strategies, and the love with which I want to teach made me realize what kind of teacher I want to be in the future and not leave students with disabilities aside just because I don't like to seek or train better.

5.3 Limitations

As in all research, there are limitations that prevent enriching research, but that is not why we can put aside a study that can have a major impact. First, locating participants of both types (teachers and students) due to the times we live in today with a pandemic, was a bit complicated and because not all people with visual disabilities have had the opportunity to study, least of all the English language.

In this research, students with the opportunity to have an education participated, but it can be enriching to work with students who did not have the opportunity to study and of different ages, both adolescents and adults.

5.3.1 Suggestions for further research

To enrich this study, some suggestions can be made for future research. One of them could be to seek more teachers and students who want to provide more information about teaching-learning for students with a visual disability. Another point that would be important to discuss is that teachers have no training at all on the way of working with SEN students. I consider it not just a matter of using techniques but the most appropriate approach/method when working with SEN students.

Working with blind students and being able to see more fully the different ways in which each one learns and thinking about time as it can be an important factor for the investigation.

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Appendix A -Interview Guide for Students

1. ¿Cómo se llama?
2. ¿Cuántos años tiene?
3. ¿La discapacidad que tienes es de nacimiento o la perdiste con el transcurso de su vida?
4. ¿Existen diferentes tipos de ceguera? ¿cuáles?
5. Para ti, ¿sientes que decir “discapacidad visual” es sinónimo de discriminación?
6. En algún momento de tu vida, ¿te sentiste excluido/discriminado? ¿cuándo? ¿cómo fue?
7. ¿En dónde has estudiado?
8. ¿Cómo ha sido tu vida con esta discapacidad en la escuela/salón de clases?
9. ¿Sabes braille? ¿cómo es?
10. ¿Cuál es la diferencia entre una escuela especial y una escuela convencional?
11. Cuénteme una experiencia única en su vida de estudiante.
12. ¿Cómo ha sido para usted aprender el idioma inglés?
13. ¿Qué problemas ha presentado en el aprendizaje de esta lengua?
14. Alguna estrategia de aprendizaje que te haya sido de gran ayuda.
15. ¿Qué herramientas/material te facilita el aprendizaje?
16. ¿Cómo ha sido el trato de tus profesores hacía ti?

Appendix B -Interview Guide for Teachers

1. ¿Cómo se llama?
2. ¿Cuántos años tiene?
3. ¿En qué escuelas ha trabajado?
4. ¿Ha tomado cursos o licenciatura en educación especial? ¿Cuál?
5. ¿Qué le hizo estar interesada/o en enseñar a personas con discapacidad visual?
6. ¿Alguna estrategia que ha utilizado en la enseñanza que le ha funcionado?
7. ¿Usted cree que en algún momento la sociedad va a aceptar a estas personas?
8. ¿Cuál es la diferencia para usted de una escuela especial y una escuela convencional?
9. ¿Existen diferentes tipos de ceguera? ¿Cuáles conoce?
10. ¿Qué problemas ha visto en la enseñanza a personas con discapacidad visual?

Appendix C – Interviews’ Transcripts

Transcript of Mario

1. ¿La discapacidad que tienes es de nacimiento o la perdiste con el transcurso de su vida?

La discapacidad la tengo desde que nací, sufrí una pérdida total y nunca he podido ver.

2. ¿Existen diferentes tipos de ceguera? ¿Cuáles?

Existen varios tipos de ceguera, la leve que es visual inferior, la agudeza visual inferior y la superior, y la grave. También existe la que es por un problema de salud como puede ser la diabetes.

3. Para usted, ¿siente que decir “discapacidad visual” es sinónimo de discriminación?

No, es la forma correcta, ya que soy consciente que tengo una discapacidad.

4. En algún momento de su vida, ¿te sentiste excluido/discriminado? ¿Cuándo? ¿Cómo fue?

Si y no, he sufrido discriminación en el transporte público o en lugares públicos, pero por ejemplo en las escuelas donde he estudiado no, siempre recibí el apoyo de mis compañeros y no por lastima sino porque les gustaba apoyarme.

5. ¿En dónde has estudiado?

La primaria la estudié en el hogar para ciegos que actualmente es el CAMP Club de Leones, después estudié en La Salle y mi carrera universitaria en BUAP, estudió Cultura Física, y en todas esas instituciones aprendí inglés y tuve la fortuna que mis papás me mandarían al inglés particular.

6. ¿Cómo ha sido tu vida con esta discapacidad en la escuela/salón de clases?

Pues algo difícil pero como dije anteriormente tuve compañeros y profesores que me apoyaron mucho y eso hizo que fuera más fácil mi aprendizaje.

7. ¿Sabes braille? ¿cómo es?

Sí, yo lo veo como otro lenguaje ya que no todos lo saben, es algo complicado al principio, pero después es fácil y muy práctico. Se utilizan puntos.

8. ¿Cuál es la diferencia entre una escuela especial y una escuela convencional?

La capacitación de los docentes, en una escuela especial, los profesores saben cómo enseñarle a una persona con discapacidad y en una escuela convencional los profesores no están capacitados para enseñar. Y yo creo que si SEP diera capacitaciones deberían ser dadas por personas ciegas.

9. Cuénteme una experiencia única en su vida de estudiante.

Cuando aprendí inglés mis compañeros y profesores me dictaban cuando no sabía algo e incluso un profesor aprendió Braille para ayudarme mejor, fue algo agradable porque nunca me hicieron a un lado.

10. ¿Cómo ha sido para usted aprender el idioma inglés?

Un poco difícil porque no me lo enseñan en Braille, y la pronunciación es difícil y más que no hay muchas personas ciegas que sepan inglés y quieran practicar conmigo el idioma.

11. ¿Qué problemas ha presentado en el aprendizaje de esta lengua?

La pronunciación.

12. Alguna estrategia de aprendizaje que te haya sido de gran ayuda.

Si, los dictados de mis compañeros y profesores en el salón de clases, pero a mí en lo particular el escuchar podcast fue de gran ayuda, siempre escuchar y escuchar hizo que fuera más fácil el idioma.

13. ¿Qué herramientas/material te facilita el aprendizaje?

Los audios porque para mí eso es más fácil.

14. ¿Cómo ha sido el trato de tus profesores hacía ti?

Excelente, no me puedo quejar, la verdad es que tuve mucha suerte y nunca tuve profesores que me hicieran a un lado o menos, siempre se preocuparon para que yo aprendiera.

Transcript of Grecia

1. ¿La discapacidad que tienes es de nacimiento o la perdiste con el transcurso de su vida?

La discapacidad la tengo desde que nací, nací con la enfermedad llamada “macroftalmia” la cual me hizo perder por completo la vista desde que nací.

2. ¿Existen diferentes tipos de ceguera? ¿Cuáles?

Existen varios tipos de ceguera, la macroftalmia, la retinosis pigmentaria.

También existe la que es por un problema de salud como puede ser la diabetes o cáncer.

3. Para usted, ¿siente que decir “discapacidad visual” es sinónimo de discriminación?

No, es la forma correcta, pero hay personas para las que sí es ofensivo.

4. En algún momento de su vida, ¿te sentiste excluido/discriminado? ¿Cuándo? ¿Cómo fue?

Si, cuando era niña ya que yo no podía correr ni andar en bici como los otros niños y al inicio de la universidad porque me excluían.

5. ¿En dónde has estudiado?

La primaria la estudié en el hogar para ciegos que actualmente es el CAMP Club de Leones, mi carrera universitaria en BUAP, estudio para maestra de inglés.

6. ¿Cómo ha sido tu vida con esta discapacidad en la escuela/salón de clases?

Me adapté muy rápido, solo que en el cambio del camp a la secundaria “convencional” fue difícil, y en la situación de los maestros porque unos se adaptan y otros no.

7. ¿Sabes braille? ¿cómo es?

Sí, yo lo veo como otro lenguaje ya que no todos lo saben. Se utilizan puntos, una regla y una caja aritmética.

8. ¿Cuál es la diferencia entre una escuela especial y una escuela convencional?

En una escuela especial los maestros tienen la experiencia y la preparación y el material adecuado, los grupos son reducidos para poder enseñar mejor.

Y una escuela convencional son grupos con muchos más alumnos, maestros no preparados y realmente te enfrentas al mundo real.

9. Cuénteme una experiencia única en su vida de estudiante.

Casi todo debido a que tengo mucho apoyo de mis maestros. Ellos me han dedicado tiempo extra para enseñarme, para hablar y explicarme mejor.

10. ¿Cómo ha sido para usted aprender el idioma inglés?

Muy difícil.

11. ¿Qué problemas ha presentado en el aprendizaje de esta lengua?

La pronunciación. Ver videos. Hacer equipo.

12. Alguna estrategia de aprendizaje que te haya sido de gran ayuda.

Leer artículos para aprender más vocabulario, y hacer presentaciones relacionadas con el tema que leía para mejorar pronunciación.

13. ¿Qué herramientas/material te facilita el aprendizaje?

Los pdf, audios, diccionario, todo digital.

14. ¿Cómo ha sido el trato de tus profesores hacia ti?

Cuando era niña era mejor porque los niños se adaptan a mí y a mi condición, pero en la universidad mis compañeros me excluían y no querían trabajar conmigo.

Los profesores había algunos que se adaptan y otros no.

Appendix D – Interviews’ Transcripts

Transcript of María

1. ¿Cómo se llama?

María

2. ¿Cuántos años tiene?

67 años

3. ¿En qué escuelas ha trabajado?

Actualmente trabajo en la UNACH

4. ¿Ha tomado cursos o licenciatura en educación especial? ¿Cuál?

No, yo estudié la Licenciatura en Nutrición, pero hice mi doctorado en educación especial.

5. ¿Qué le hizo estar interesada/o en enseñar a personas con discapacidad visual?

Tengo una nieta que nació ciega, y al principio fue difícil adaptarse ya que ella no hacía todas las actividades como el resto de la familia, al ver que no tenía buenos maestros.

6. ¿Alguna estrategia que ha utilizado en la enseñanza que le ha funcionado?

Yo pienso mucho primero en los niños, y me doy cuenta cual es la mejor manera en que cada niño aprende, por lo regular los niños aprenden mucho con audios y con tacto, ya que son sus sentidos que más utilizan.

7. ¿Usted cree que en algún momento la sociedad va a aceptar a estas personas?

Probablemente en un futuro si, todo va a depender de cómo los padres y maestros lo inculquen desde niños, porque no existe la cultura para aceptar.

8. ¿Cuál es la diferencia para usted de una escuela especial y una escuela convencional?

Para mí, la forma correcta es “escuela normal”. La diferencia es todo, desde los grupos grandes y pequeños hasta la forma de enseñar de los docentes porque, aunque no todos tienen

capacitación tienen la paciencia y el don y otros que solamente hacen a un lado a los niños ciegos.

9. ¿Existen diferentes tipos de ceguera? ¿Cuáles conoce?

Si, existe la ceguera de nacimiento como la macroftalmia y la que se va perdiendo por alguna enfermedad.

10. ¿Qué problemas ha visto en la enseñanza a personas con discapacidad visual?

La falta de vocación de parte de los maestros hacía los alumnos que más lo necesitan.

Transcript of Regina

1. ¿Cómo se llama?

Regina

2. ¿Cuántos años tiene?

44 años

3. ¿En qué escuelas ha trabajado?

Magisterio de usær y actualmente en CAMP club de leones.

4. ¿Ha tomado cursos o licenciatura en educación especial? ¿Cuál?

Estudie la Lic. En Psicología y la maestría en Tecnología para el Aprendizaje y eso me abrió las puertas para aprender de forma autónoma sobre la educación especial.

5. ¿Qué le hizo estar interesada/o en enseñar a personas con discapacidad visual?

Al principio nada, ya estando en el CAMP los niños y darme cuenta de que me necesitaban.

6. ¿Alguna estrategia que ha utilizado en la enseñanza que le ha funcionado?

La descripción de absolutamente todo.

7. ¿Usted cree que en algún momento la sociedad va a aceptar a estas personas?

Yo pienso que no, actualmente la sociedad es muy insensible y si nos damos cuenta los niños no respetan a sus padres menos a personas con dicha condición.

8. ¿Cuál es la diferencia para usted de una escuela especial y una escuela convencional?

La diferencia es todo, desde los grupos grandes y pequeños hasta la forma de enseñar de los docentes porque, aunque no todos tienen capacitación tienen la paciencia y el don y otros que solamente hacen a un lado a los niños ciegos.

9. ¿Qué problemas ha visto en la enseñanza a personas con discapacidad visual?

Materiales muy caros.