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How to integrate a blind adult in an elementary English class

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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How to integrate a blind adult in an elementary English class

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ABSTRACT

This thesis reports on qualitative study about how to integrate a blind adult in an elementary English class. This project was carried out in an ELT classroom of a Foreign Language School of a large public university located in Central Mexico. The primary aims of this study were to explore the way in which English teachers could teach blind students without having training as well as to propose and design material to work with blind students. This research intended to find out if it was possible to integrate a blind adult into an English class and to identify the materials and activities that helped to integrate him into the class.

The research data were collected via classroom observations, questionnaires and journal. It was important to observe two classes before the activities were applied in order to see how the environment was in that classroom, how the teacher's and the other students' attitude were towards Benjamin, our participant. The questionnaires were for Benjamin and the rest of the group, and a journal was written at the end of each class.

The most relevant findings in this research were that almost all activities and materials worked efficaciously for our participant. It is important to mention that two activities had some weaknesses and limitations. But those activities and materials that worked better were our key factors that helped us to integrate him in an elementary English class. In addition, Results show that students' and teachers' availability is a key factor to integrate them successfully.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
<i>DEDICATORIAS</i>	ii
<i>DEDICACIONES</i>	iii
ABSTRACT	iv
CHAPTER 1: INTRODUCTION	1
1.0 Introduction.....	1
1.1 Rationale	2
1.2 Location of research.....	2
1.3 Significance of the study	3
1.4 The context of the research	3
1.5 Hypothesis	3
1.6 Purpose of the study.....	3
1.7 Aims of the study	4
1.8 Research Questions.....	4
1.9 Chapter conclusion.....	4
CHAPTER 2: LITERATURE REVIEW	5
2.0 Introduction.....	5
2.1 Disability.....	5
2.1.1 Disability in Mexico	6
2.2 Visual impairment.....	7
2.2.1 Classification of visual impairment	8
2.2.2 Origin of blindness.....	9
2.3 A blind adult learning English as a Foreign Language	9
2.3.1 How blind adults learn	10
2.3.2 Reasons that blind people have to learn English.....	11
2.4 Methodology	11
2.4.1 Didactics	12
2.5 Blind people in society and educational environment	13

2.5.1 ELT programs	13
2.6 Inclusive education in Mexico	14
CHAPTER 3: METHODOLOGY	15
3.0 Chapter Introduction	15
3.1 Setting	15
3.2 Subjects	15
3.3 Research methodology	16
3.4 Instrument	17
3.4.1 Classroom observation form	17
3.4.2 A structured interview	17
3.4.3 Journal	18
3.5 Data collection procedure	19
3.6 Data Analysis	19
3.7 Chapter Conclusion	20
CHAPTER 4: RESULTS	21
4.0 Introduction	21
4.1 Aims and Research Questions	21
4.1.2 Research questions	21
4.2 Materials and activities that helped to integrate a blind adult in an elementary English class	22
4.2.1 Materials	22
4.2.2 Describing the set of activities	23
4.3 Effective material and activities for our participant	27
4.3 Inclusive education in an English class	28
4.4 Chapter conclusion	28
CHAPTER 5: CONCLUSIONS	29
5.0 Introduction	29
5.1 Summary of results	29
5.2 Accomplishment of aims	30
5.3 Limitations	30
5.4 Further research	31
5.5 Personal reflection	31
5.6 Final Comments	33

REFERENCES	34
APPENDIX A	37
APPENDIX B	39
APPENDIX C	40
APPENDIX D	41
APPENDIX E	42
APPENDIX F.....	43
APPENDIX G	44
APPENDIX H.....	45
APPENDIX I.....	45

CHAPTER 1: INTRODUCTION

1.0 Introduction

English is fast becoming the standard language of communication and technology. It is simply the most influential language in the world today; English is closer to being a world language than any other language in history has ever been. Because of that people want to learn English to get better job opportunities. As we know, in most of professional jobs, people who know English are required. For these reasons, there are many schools that have courses of English as a Foreign Language (EFL) and there is also the major in English Language Teaching (ELT). However, after checking some ELT programs we realized that people with disabilities are not considered into the content of the program; that is, in most schools the program is made but not appropriate for blind students, for example.

Tassoni, Beith, Eldridge and Gough (2002) mention that “many schools lack the resources at staff to help disabled children, which often mean that the children are not able to achieve their potential” (p.607). However it is important to say that at this time, it is not happening with children only, it does happen in all the educational stages of disabled people. We can notice that it is a difficult situation because in most schools teachers do not have any training or knowledge about how to work with disabled people. As there are not many teachers with that training, there are not materials or an adequate infrastructure inside schools as well as many other things such as the appropriate teaching methodology for disabled people. These authors point out that “children who are disabled or who have other special needs have the same right and should receive the same opportunities as other children” (p.607). Perhaps they mention it because of the lack of

attention disabled children have. We wonder if this could be the reason why disabled students are not taken into account. It is possible that we live in a selfish society where disabled people are often treated differently in public places.

1.1 Rationale

We were interested in this topic because we are worried about the education of blind adults who want to learn English as a Foreign Language since in the schools they are not taken into account. We realized it because one day, one of our teachers who worked in the Centro de Lenguas Extranjeras (CELE) of our university commented that she was worried about the admission of a blind student there. This student strongly wanted and needed to learn English but the teacher was facing the problem that our school does not have the special resources to work with blind people as well as the teachers do not have the training.

We believe that blind people could be integrated into the education sector since the only difference is that they may be unable to do certain things in the same way that most people, in the mainstream of society, do them without some form of adaptation or alteration to assist them overcome the effects of their disability (Australian Bureau of Statistics 2003).

1.2 Location of research

This project was carried out in an ELT classroom of a Foreign Language School of a large public university located in Central Mexico. In this school, there are courses of English, German, French and other languages. As English is one of the most taken courses, many students attend that school. Our participant was taking elementary English and he was blind, he was 23 years old at the moment of the study.

1.3 Significance of the study

This study is important because it could help English teachers to work with a visual impairment person in the classroom. It could also create teacher awareness about the necessity to have a complete formation as a teacher if not from the school but by their own. It is important for pre-service teachers to have a special training to work with blind people. This research will also help them to know some activities and materials that can be useful to teach English to blind people. So in this way they could have an idea of how to work with them.

1.4 The context of the research

It is important to see how valuable the role of each member of the society is, and blind people are part of society too. It is necessary to take into account these people, and the other ones with any other disability. To support this study, the following areas of research are related: teaching methodology and didactics, teaching materials, English as a Foreign Language, teaching blind people.

1.5 Hypothesis

It is possible to integrate a blind adult in an English class in order to have successful language learning.

1.6 Purpose of the study

The main purpose of this study is to make aware the community of English teachers at that department of languages that it is necessary that during the formation of students as

English teachers, training and design materials courses to teach blind people should be included.

1.7 Aims of the study

- To explore the way in which English teachers could teach blind students without having training for that.
- To propose activities and design material to work with blind students.
- To integrate a blind adult into an elementary English class to explore experiences in learning English language.

1.8 Research Questions

Research questions:

RQ1: Was it possible to integrate a blind adult into an English class? If so, what were the materials and activities that helped to integrate him into the class?

RQ2: What were the limitations faced during the teaching practice?

1.9 Chapter conclusion

In this chapter we provided background information about our research that we considered important to mention during the development of it. The aims of this study were mentioned as well as the research questions, the context, the location and the significance of the study. In the following chapters the literature review, the methodology, the results and conclusions will be developed.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

The purpose of this chapter is to make readers think about the possibility that disabled people could be integrated in many social sectors such as work and educational contexts. This study was about the education for a blind adult and how to find the way to integrate him into an English class.

During the development of this chapter some books and articles from different organizations related to the topic were consulted in order to reinforce the objective of this study. It is important to clarify that the World Health Organization (WHO) is our main resource of information about the disorders of the visual impairment that supports our research. In addition, one chapter of the book *Práctica Educativa de la Enseñanza de Lenguas Extranjeras en México* was the main one about the performance and EFL learning process of a blind adult. Some other resources were taken into account but with the objective of contrasting or discussing the information in order to choose the most appropriate part of it to give continuity to this research in a better way.

2.1 Disability

To talk about disabled people, it is important to know what disability means. Disability is not a simple word that we can explain easily. As people without disabilities form part of the society, people with disabilities do too. The only thing that distinguishes a person with a disability is that they may be unable to do certain things in the same way that most people in the mainstream of society do them without some form of adaptation or alterations to assist them overcome the effects of their disability. But, what is a

disability? We have chosen the most appropriate definition for this thesis according to the World Health Organization (2012):

Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers (para. 2).

Tassoni, Beith, Eldridge and Gough (2002) point out that “there are many forms of physical and mental disability which comes through illness or accident, developmental problems before birth, birth injury or congenital (inherited) conditions” (p. 606). According to the Australian Bureau of Statistics (2003), a disability may be visible or hidden, may be permanent or temporary and may have a minimal or substantial impact on a person's abilities. A disability may affect mobility, ability to learn, or ability to communicate easily. There are many different kinds of disability—physical, intellectual or mental health related. This project is focused on a physical disability: blindness, which is one of the most existing disabilities in our Mexican country according to the Australian Bureau.

2.1.1 Disability in Mexico

In Mexico there is a large group of disabled people with different kinds of disability, for instance, physical or physiological. Talking about physical disability, there are people who have problems with vision ability and one of the most common is called blindness. INEGI (2004) statistics shows that in Distrito Federal there are around 31,576 people with problems with the vision. This disability represents 26% over the other disabilities.

As we have already mentioned, people with disabilities also form part of the society. In Mexico, many years ago, these people were not taken into account in many aspects such as school, work and health, among others. However, the Mexican government cannot ignore disable people's needs at all and it has created some organizations to try to help them. This was the first contribution from the Mexican government. But as we are in a globalized world, the information turn up and people from the government started to include disabled people especially in education. A clear example of this happened in 1861 when the president Juarez worked on the establishment of a new school to deaf-dumb in the capital city of Mexico. That school consisted of dividing the education into two parts, one for general knowledge acquisition and the other one to learn activities to work. Later, in 1870 there was a school for blind people called *Escuela para Ciegos*. Those schools were the first ones that appeared in Mexico. Nowadays, they receive attention in some other social sectors, but more attention should be given to the educational sector (INEGI, 2004).

2.2 Visual impairment

Visual impairment is a world disease that does not distinguish ages and it can affect anybody. However, to continue with the development of this research, it is necessary to know what visual impairment means, how it is classified, and how it should be treated in daily life. If we want to help disabled people, knowledge about visual impairment is required. Visual impairment according to the National Dissemination Center for Children with Disabilities (2012) is “the consequence of a functional loss of vision, rather than the eye disorder itself. Eye disorder which can lead with visual impairments can include retinal degeneration, albinism, cataracts, glaucoma, muscular

problems that result in visual disturbances, corneal disorders, diabetic retinopathy, congenital disorders and infection” (p. 2).

2.2.1 Classification of visual impairment

The most common classification for visual impairment is the one that the World Health Organization (WHO, 2012) proposes. There are four levels of visual function, the first one is normal vision, second one is moderate visual impairment, third one is severe visual impairment and fourth one is blindness. Also the WHO explains that from this classification presented, moderate visual impairment combined with severe visual impairment are grouped under the term “*low vision*” and low vision taken together with blindness represents all visual impairment (para. 2). Our research is focused on the final level of deficits in visual function that is blindness.

2.2.1.1 Causes of visual impairment

The causes of visual impairment that the World Health Organization (2012) presents are uncorrected refractive errors: myopia, hyperopia or astigmatism. The last one represents the 43% of the population with visual impairment. On the other hand, the statistics also show that cataract represents the 33% of this population, and finally glaucoma 2 %.

2.2.1.2 Blindness

As we have reviewed before, the visual impairment classification that suggests us the WHO (2012) is that blindness is the inability to see. But some other institutes say that blindness is a lack of vision in general terms. It may also refer to a loss of vision that cannot be corrected with glasses or contact lenses (National Library of Medicine and

National Institutes of Health, 2012). Nevertheless, the Dirección General de Educación Especial (n.d.) refers to blindness as the absence of the light perception.

Despite of this, our research needs a more specific definition that can support our hypothesis. In this case, we used the one that Rodriguez (2008) proposes. She points out that a visual impairment student is the one that does not have the visual sense or presents problems with it, but he or she uses touch and hearing senses to interact with teachers and classmates. The same happens when a Foreign Language is learned. This definition goes deeper in the education sector, which helps us to create a better understanding of having a blind student in an English class.

2.2.2 Origin of blindness

Rodriguez (2008) mentions that the origin of blindness can be presented in two types, by acquisition and congenital. Acquired blindness is caused by accidents, illness or drugs, and the other one is congenital blindness which is presented since birth. As it was mentioned above, our research was carried out with a blind adult whose origin of blindness was congenital. From this assumption, we can conclude that blind adults with congenital blindness cannot learn in the same way than adults with an acquired blindness. Adults with acquired blindness have previous background about the world and the ones who are congenital do not have any. This makes a great difference since the EFL learning process is easier in the case of adults with acquired blindness. For this group, their world perceptions are different. It also depends on the environment where they grow up.

2.3 A blind adult learning English as a Foreign Language

It is well known that due to our context, English or any other foreign language results difficult to learn because the student is not frequently exposed to the foreign

language. The cultural environment is also a factor that makes the EFL learning process delay. Can you imagine how difficult it is for a visual disabled? For this reason, we suggest that the professionals who are in charge of the education and sharing of knowledge should be specialized to help and facilitate knowledge for blind people.

Nowadays, people with visual impairment are attending English courses. However, in these courses, blind people face a set of difficulties when they write, read or do other activities that have to do with visual aids (Rodriguez, 2008). We observed some classes and it seemed that writing and reading are the most difficult skills for our participant. We consider that it is not enough for a blind student to have the main tools to work inside an English class. It is necessary to take into consideration some other factors; for instance, the features that textbooks and workbooks have.

Experts of education comment that blind people learn a foreign language as they acquired their mother tongue, which means that the process is similar and they are able to learn any language (Dirección General de Educación Especial, n. d).

2.3.1 How blind adults learn

In the light of what was mentioned above, people with congenital or acquired blindness go through a process of rehabilitation in which they learn how to develop the touch and hearing abilities in order to perform daily activities (Rodriguez, 2008). But not just daily activities, they are able to perform any other kind of activity. They also use these senses to learn the L2.

According to Skidmore (2001, cited in Rodriguez, 2008), special education is a partial instruction designed to cover all the needs that disabled people have, also to

include them in a classroom, in hospitals or places with special education. This special education includes the system of Braille and Tiflotecnologías for disabled people. As blind people use touch and hearing senses to learn an L2, our research was focused on the development of the following skills: speaking and listening.

2.3.2 Reasons that blind people have to learn English

Rodriguez (2008) performed an interview in which she asked this question “¿por qué decidiste estudiar Inglés?” And she proposed these options as responses: “a) por razones escolares; b) por razones laborales, c) por razones culturales; d) por otra razón, ¿cuál?”(p. 140). The purpose of this question was to get the reasons that blind adults had when studying English as a Foreign Language (EFL). According to the results gotten from that interview, it is possible to appreciate that most adults with blindness opted for the first option; it means that they decided to study English because of career requirements.

2.4 Methodology

Methodology is a system of principles, practices, and procedures applied to a specific branch of knowledge (The Investigation Process Research Resource Site, 2007). There is a variety of methods as well as English schools in Mexico but none of them have been designed for disabled students (Rodriguez, 2008). First of all, it could be easier for teachers if there were some training in schools about how to teach English to disabled students, so disabled students could learn English as the other ones.

2.4.1 Didactics

According to Gutiérrez (2001), didactics is a discipline which studies the relationship between teaching and learning. In this case, we investigated about multisensory didactics because we considered it was the most appropriate for the subject.

Multisensory didactics: Due to our purpose of the study that is to provide some activities to work with the speaking and listening skills, we applied a didactic approach which includes the multisensory didactic since the following authors mentioned the importance of the multisensory didactic into the blind learner process. This method proposes the use of all senses to get information. In this case, our blind adult used mainly the touching and hearing senses to learn. Vercamer (1996, cited in Rodriguez, 2008) argues that “the way to acquire the knowledge is the sensory perceptions and strategies of personal learning” (p. 4). Soler (1999) defines the didactic approach of type multisensory as a method which proposes the utility of every single sense during the learning-teaching process.

It was planned to work on activities that included the application of touching and hearing senses of our blind subject since an activity is a short-term project that may be developed for a day, a week, a month, or longer. Activities offer a lot of different possibilities for working within the curriculum, depending on which activity is chosen.

In order to achieve the main objective of this study: to integrate a blind adult in an elementary English class it was necessary to provide innovated activities that could make the difference among other types of didactic activities used in other English courses.

2.5 Blind people in society and educational environment

It seems that blind people are not considered into the society to work or study as any other human being just because of their disability. Many people think that a blind person is not able to do certain activities. For example, they may not be considered as a serviceable element into a very important position at a job. Nevertheless, the only difference is the way in which they perform those activities, so they could become excellent elements in very important positions.

It is important that we, as future English teachers, bear in mind the educational context for blind people since they are people who have the right to study too. If learning another language different to our mother tongue is a possibility to grow up as professional people, we should include them.

2.5.1 ELT programs

Nowadays the student is the principal actor in the teaching and learning process, something that did not happen years ago because the teacher was the center of this process. Vercamer (1996, cited in Rodriguez, 2008) points out:

Si lo que nos interesa es el factor alumno, es importante considerar su papel en el proceso de planeación del curso...la falta de coherencia, que con frecuencia ocurre entre la planeación y la realización de éste, se debe principalmente a ciertas actitudes (p.2).

If the student is the center of the teaching and learning process, blind people should be taken into account when designing teacher training programs. In addition, Rodriguez (2008) claims the following:

El alumno ciego o con debilidad visual severa sigue siendo olvidado a la hora de diseñar los cursos de idiomas, no obstante que las estadísticas han demostrado que, dada su debilidad, entre las profesiones que desempeña este sector de la población se encuentra la enseñanza de lenguas, la interpretación y la traducción. (p. 139)

2.6 Inclusive education in Mexico

Inclusive education in Mexico is recently playing an important role. First of all, it is necessary to know what inclusive education means. According to Infante (2010) inclusive education refers to the way in which schools should respond to the diversity. Soler (1999) claims that inclusive education is the education to blind and visual impairment students in regular schools. According to these definitions, we can infer that people with any background or disability should be included in the educational context.

In 2003 Mexico was participating in a project that had to do with inclusive education. The main purpose of this project was to promote the inclusive education in countries that form the *Organizacion de los Estados Americanos*. Mexico is participating with a program called *Programa Nacional de Fortalecimiento de la Educacion Especial y de la Integracion educativa*, with the objective of establishing a national framework for special and inclusive education, of providing teachers with a specific training and finally of making sources available to improve students' attention with special education necessities. However, this project has not been successful because schools are not appropriate to integrate blind people or with any other disability and the ones in which they do have the resources, there are not teachers who have specific training to teach them (Estadisticas e Indicadores de las Necesidades Educativas Especiales, 2008).

CHAPTER 3: METHODOLOGY

3.0 Chapter Introduction

The purpose of this research was to find out a way to help teachers to know how to treat and integrate a blind student in an elementary English class since it is a fact that many English teachers are facing everywhere. In this chapter we will describe our participant, the setting, the instruments and the procedure to collect the necessary data to answer our research questions.

3.1 Setting

This study was carried out at a Centro de Lenguas Extranjeras (CELE) of a large public university located in Central Mexico. This institution offers courses of different foreign languages to students from different departments and schools that belong to the university. English is one of those foreign languages this institution offers. Our research took place in an elementary English course.

3.2 Subjects

The participants were a small group that was taking an elementary English course. They were between 18 and 23 years old. Those students aimed to learn English language since it was a requirement of their career. We focused our study on a student who is a blind adult. He was 23 years old at the moment of the research, and we decided to use Benjamin as a pseudonym to refer to our participant. Benjamin was studying Telecommunications and one of the requirements of all the undergraduate programs in this university is to learn a foreign language and get a certification. Benjamin wanted to learn English; therefore, he was studying it at CELE. Before the study was carried out we met our participant. Sometimes we used to talk to him in an informal conversation about

his previous experiences with the language. He mentioned that they were not very successful because of many factors that affected his learning process; some of those factors were people's attitudes and the school environment. We thought that he needed a nice environment where he could feel confident and equal as everybody.

3.3 Research methodology

For this research, a qualitative methodology was used, since the data collected was interpreted and analyzed and not measured.

According to Creswell (2009) qualitative research is a means of exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and the procedures, data typically collected in the participants setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of data gotten. Those who engaged in this form of inquiry supported a way of looking at research that honors an inductive style, a focus on individual meaning and the importance of rendering the complexity of a situation. From the point of view of this author, he mentions different types of qualitative strategies and one of those is Case study.

Creswell (2009) also argues that “case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time” (p 13). A case study refers to the collection and presentation of detailed information about a particular participant or small group, frequently including the accounts of subjects themselves.

3.4 Instrument

Our instruments were two observation forms to collect necessary data for this research. It was important to observe two classes before the activities were applied in order to see how the environment was in that classroom, how the teacher's and other students' attitude were towards Benjamin. These observations helped us to know how the teaching-learning process was taking place and which topics they were checking. In addition, a questionnaire for Benjamin and a questionnaire for the rest of the group were designed. We also wrote a journal at the end of the activities of each class.

3.4.1 Classroom observation form

We used a classroom observation form (John, 1993, cited in Centra, n.d.) in order to explore the way in which participants behaved towards Benjamin's situation inside the ELT classroom as well as to know how the teaching-learning flowed (See Appendix A).

3.4.2 A structured interview

Norman et al. (1998) claim that the oral interview has been widely used in applied linguistics. In addition to its use and survey research, it has been used by second language acquisition researchers seeking data on stages and processes of acquisition (Johston, 1985 cited in Norman et al. 1998) and also by language testers who use the oral interview as a means of assessing proficiency (Ingran 1984 cited in Norman et al. 1998). There are three types of interview: An unstructured interview, a semi-structured interview, and a structured interview. We used the last one, which refers to "a situation where an interviewer asks each respondent a series of pre-established questions with a limited set of response categories. There is generally little room for variation in response except where an infrequent open-ended question is" (p. 52).

According to (MacBurney and White 2010, cited in Nunan 1992) “survey questions can be divided into two basic categories: open-ended and closed-ended. An open-ended question permits the respondents to answer in their own words. A closed-ended question limits the respondents to certain alternatives determined in advance by the questionnaire’s designer. Each type of question has advantages and disadvantages“(p.46).

Our interview was composed of 16 questions of both categories: open-ended and closed questions. It was taken and adapted from Rodriguez (2008). The aim of this interview was to obtain academic background of our main participant (See Appendix B).

In addition, we asked our participants to answer a survey about a general evaluation they could make about the activities to check what aspects were necessary to be corrected in order to make a more meaningful and more successful English class as well as to fulfill some points that were not written down in the journals. The performance of this survey helped us to know that it was possible to have an inclusive education in this group (See Appendix C).

3.4.3 Journal

Nunan (1992) argues diaries, logs, and journals are important introspective tools in language research. They have been used in investigation of second language acquisition, teacher –learner interaction, teacher education, and other aspects of the language learning use. They can focus on either on teachers and teaching, or on learners and learning (p. 118).

We used a narrative inquiry that helped to make an analysis of results obtained from the application of the activities proposed.

3.5 Data collection procedure

Firstly, we observed two classes to analyze the classroom environment. We also had an informal talk with the English teacher about how she faced that situation. Secondly, as soon as we obtained the permission of Benjamin's parents we interviewed him to obtain background about his previous English learning process. It is important to mention that this interview was recorded. Thirdly, we designed a set of six activities; from which some ideas about the design or election of materials were taken and adapted from a project carried out in Spain by Aikin (2005). They were chosen according to the topics that our focus group had to see. At the end of each class, we used to write in our journal our observations about the activities. Finally, we administered a survey to the rest of the group at the end of all the activities. We considered it was necessary to have some feedback after performing those activities.

During the application of the activities, we considered it was necessary to video record them, for further evaluation and enrich our journals. As this research was made by two researchers, we took roles on the execution of the activities, one of us was the instructor and the other was the one who video recorded, in next activities the roles changed and so forth during all the sessions. After each activity, a very concise analysis of how it worked was written down firstly on our notebooks and then transcribed into Microsoft Word with the objective of holding evidences.

3.6 Data Analysis

After collecting all the data, the information from the questionnaires and from the classroom observation forms was analyzed. First, we analyzed the data of the two classroom observation forms; we could appreciate that the English teacher of that course

and the rest of pupils were nice with Benjamin. They showed always a good attitude towards Benjamin which helped to get favorable results on the development of our research project. The registration of the data collected from the two observations was written in Microsoft Word.

As soon as the information from the journals and video recording activities were analyzed, the information from these instruments was directly transferred to Microsoft Word. With the data analyzed we could notice how the activities and material worked for Benjamin and the group. After that, it was necessary to analyze the information collected from the participants.

3.7 Chapter Conclusion

In this chapter we described the subjects, the setting and the research methodology used in the process of this research in order to collect our data. In next chapter we will show the results in a very detailed way and in chapter five we will provide our conclusions.

CHAPTER 4: RESULTS

4.0 Introduction

This chapter provides the information gotten from our participants after the application of some activities to achieve our main objective that is to integrate a blind adult into an elementary English class. Into this part the answers to our research question will be shown.

4.1 Aims and Research Questions

When a research is carried out it is very important to keep in mind what our aims and research questions are, since these elements are the heart of the study.

4.1.1 Aims

- To explore the way in which English teachers could teach blind students without having training for that.
- To propose activities and materials to work with blind students.
- To integrate a blind student into an elementary English class to explore experience in learning English language.

4.1.2 Research questions

MRQ: Was it possible to integrate a blind adult into an English class? If so, what were the materials and activities that helped to integrate him into the class?

RQ1: What were the limitations faced during the teaching practice?

4.2 Materials and activities that helped to integrate a blind adult in an elementary English class

One of the aims of this research was to find out materials and activities to work with a blind adult in order to integrate him in an English classroom. As we had mentioned in chapter three, we designed a set of activities and materials to achieve this aim.

With the set of activities and materials we wanted to explore and know if they were useful for the blind adult in order to integrate him in an elementary English class. We also designed the materials with items that are available everywhere. However, making those materials was time consuming. Thus, it is important to clarify that we chose some materials that could also be done by students at home so that teachers do not spend a lot of time making the materials as we did. For example, we used a scale model of a city where students had to describe and identify the type of houses, means of transportation and prepositions of place. We designed four scale models so that students could work in teams of three. The designing of the scale models was very hard and time-consuming. If it had been a large group it would have been impossible to make so many scale models. Therefore, teachers could ask students to work in teams to make it as homework.

4.2.1 Materials

One of the key factors that helped to integrate the blind adult in an elementary English class was the material used. The materials used for the activities applied were mainly based on realia. The word *realia* means using real items found in the world around us to help teach English. Using realia helps to make English lessons memorable, creating a link between the objects, and the word or phrase they show. Using realia stimulates the mind, and makes vocabulary more memorable than a picture would.

Students can touch, smell, and with a food item, taste it. Realia saves time, as recognition of an object is often immediate; elicitation of vocabulary becomes much easier as simply holding up the object with a raised eyebrow; realia will usually result in the desired word being spoken. Bringing realia into a lesson is a great icebreaker, and adults usually find this approach fun, and a refreshing method of learning vocabulary. Passing a teacup to your students is a great way of eliciting phrases such as ‘Would you like a cup of tea?’, and helps to activate a cafe or restaurant situation, helping to give meaning to common phrases (TEFL Survival, 2012).

To know if the materials proposed were useful, a questionnaire was administered to our participant group. Most of them said that the materials were good, dynamic and creative but only one mentioned that they were not that good, so he commented the following: “creo que es bueno, pero falta un poco más.” item5, Appendix 4.

4.2.2 Describing the set of activities

For this research six activities were designed, but only four of them were applied due to time constrains. They are described below. To include data gotten from the transcription of the recordings, the number of the activity and the time are included in brackets. Also, T represents the teacher, B represents Benjamin (our participant’s pseudonym) and S represents student.

The first activity was designed to have a review about means of transportation, types of houses, prepositions of place, etc. (see Appendix D, Lesson Plan 1). The materials used for this activity were nine boxes of different size and texture, threads, balls and scale models. Each material was used for different purposes. For example, the boxes and threads were to teach the prepositions. For Benjamin, who was the main participant,

it was useful because he could identify each preposition. It could be appreciated in some lines of the transcription of the video recording where the teacher questioned Benjamin:

T: What is on, Benjamin?

B: On is sobre (Activity 1, 4:56).

Also the rest of the group showed good results.

The last material in this activity was scale models. The purpose was to remember types of houses, means of transportation and give directions to get somewhere. In this activity Benjamin could touch the material so this helped him to identify the type of house:

T: Try to touch and identify what kind of house is it?

B: This has a coin so it is a bank.

T: Exactly (Activity 1, 2:24).

The second activity consisted of a general review about countable and uncountable nouns, and quantifiers. For this activity all the material used was realia (see Appendix E, Lesson Plan 2). As a warm up students identified some products by making the question *what is this?* And they answered with the following structure "*this is...*" For this activity we collected cookies wrappers, chocolates wrappers, etc. On each wrapper, we wrote the name of the product with dimensional fabric paint. The results were favorable, because Benjamin could identify them easily. However it is necessary to take into account that in this class Benjamin said that not all students with visual impairment know the Spanish alphabet as he did because what they usually learn is Braille system (Journal Activity1, February 26th, 2013). Since this was the second activity, it was important to take every comment into account to improve our activities for the aim of this study was to create a set of activities and materials in order to integrate a blind adult in an

elementary English class. During the activity, we noticed that Benjamin could use the appropriate structures of quantifiers as it is showed in the following excerpt:

B: Mmm Can I... Can I ... mm... Can I have too many... mmm too... ahhh... a few beans?(Activity 2, 19:30)

At first he was not really sure about what he wanted to say but at the end he corrected himself and used the appropriate quantifier.

In the **third activity**, students were supposed to bring a dessert or dish. The objective was to describe the steps they followed to prepare a recipe of a dish/dessert (see Appendix F, Lesson Plan 5). Everything was set up but a terrible event occurred: Benjamin had an epileptic attack. We felt so bad because we did not know how to help him, but fortunately there was a student who was studying medicine and she knew what to do. The only thing we could do was to call the doctor of the department but at the same time a student that was nearby the classroom called an ambulance, then the principal of the CELE called his parents. We wrote the following in our journal: “We could not apply this activity because Benjamin got and epileptic attack so he was assisted by the doctor, his father arrived at the school, he took his son home so he could get relaxed” (Journal Activity 3, March 12th, 2013).After this event the class was over and we could not applied this activity because Benjamin was gone.

After this unexpected experience we realize that it is very important for teachers to take first aid courses to know how to help students. They should also know if their students have health problems especially if they have students with physical disabilities.

The **fourth activity** was designed to put into practice the future tense “will” (see Appendix G, Lesson Plan 4). In the practice activity they worked in pairs, each one got a

zodiacal sign card where the sign was drawn and the name of it was written with dimensional fabric paint. One student was supposed to be the fortune teller and the other the client. The fortune teller had to predict his or her client's future with his or her own ideas and the client had to write the prediction. After that they had to change roles. At the beginning of the activity the instructions were confusing and students did not know how to do the activity. After it was explained again with an example, they were able to construct sentences in the future tense "will". They used it correctly as it is showed in the following excerpt: "My favorite zodiacal sign is Leo because according to the prediction madam Miguel I will have a lot of money also I will be in a party where I will meet my girlfriend" (Activity 4, 12:03). When our participant got his cards he could identify the zodiacal sign. He seemed to enjoy the activity and had fun.

The purpose of the **fifth activity** was to review simple past (see Appendix H, Lesson Plan 5). This activity was very useful because students remembered the past simple and past participle form of the verbs. The activity was not dynamic, but Benjamin's participation was good, he also asked some questions to the trainer about the topic to clarify his doubts.

Activity sixth: It was the last activity but the lack of time made it impossible to apply. Students created questions using the present perfect tense as well as the past participle form of a set of verbs (see Appendix I, Lesson Plan 6). For this activity, we decided to take some real objects such as recognizable toys and other ones in small sizes, for example, a car, a ball, a ring, keys and others. Using realia is very important to integrate students with visual impairment; therefore, we tried to use real objects as much as we could.

4.3 Effective material and activities for our participant.

It seems that the effective activities were the first and the second one. Here we are just focusing on our main participant, who is the blind adult. Most of the material was useful for him because he mainly used the touching sense to identify it. It is important to mention that he has developed his other senses to get information.

In the first activity applied, the material used was a model scale with the objective to integrate vocabulary about types of houses, means of transportation and prepositions of place. He was working in teams, he was touching everything to recognize the material in the scale model. It was recorded in the following excerpt:

B: ehh, que se supone que es esto.

T: Ok, try to touch and identify, for example, this is tall, ok, this, what do you think it is?

B: Is apartment building.

T: Aha, exactly. (Activity 1, 23:10)

In the second activity, the objective was to teach countable and uncountable nouns. The principal material used was realia and the name of each product was written with dimensional fabric paint. Benjamin could identify the letters easily but not all blind people know the alphabet; most of them know it in Braille system. This is an important reflection taken from our journal:

To write the name of the products with “ dimensional fabric paint“ is a good technique to identify them, but our main participant points out that we could find people who do not know/ recognize neither the letters of the Spanish alphabet nor Braille system. It is important to know if they can read the Spanish alphabet. Otherwise, it will be very difficult to do this kind of activities. In this case, he could work a bit with both systems, but not all blinds can learn in the same way, not all have the same background knowledge (Journal Activity2, March 7th, 2013).

As it was mentioned before, it is important to say that the materials used in this activity were useful for him but we need to consider that no all blind can read Braille or

the Spanish alphabet. If someone is interested in this activity, it is important to make some changes or adapt it according to students' necessities.

4.3 Inclusive education in an English class

An important aim was to integrate our participant in an English class. The findings show that there was an inclusive education in all the activities applied (item4, opened question). There were nine students in the class but when we administered the questionnaire there were only four. However, the four of them stated that the objective of including Benjamin in the class was achieved; it means that the inclusive education took place.

4.4 Chapter conclusion

In this chapter the analysis of the data collection was explained. We described the activities that we planned as well as the ones that were most successful. In the following chapter we will provide a summary of the results, we will check if our research questions were answered and if our aims were accomplished. In addition, we will mention the limitations we had and some suggestions for further research will be made.

CHAPTER 5: CONCLUSIONS

5.0 Introduction

In this chapter, a brief summary of our results will be given as well as the accomplishment of our aims, the limitations we faced during the development of our research and finally suggestions for further research.

5.1 Summary of results

The most relevant findings in this research were the activities and materials that worked better for our participant. These were our key factors that helped us to integrate him in an elementary English class. The activities that worked better for our participants were the first activity (see Appendix E, Lesson Plan 1), the second one (see Appendix F, Lesson Plan 2) and the fifth one (see Appendix I, Lesson Plan 5). Those were very useful for Benjamin because he could apply the appropriate knowledge requested for each activity.

The activities that did not work very well were the fourth one (see Appendix 8, Lesson Plan 4) because the instructions were not clear. They needed an example of the task they were requested to do in the sense that they could understand better what to do.

There were also two activities that were not applied, the third and the sixth one. The third one was not carried out because our participant Benjamin got an epileptic attack few minutes before the activity started and the sixth one was not performed because of time constraints.

It is important to mention that using these activities has some advantages, for example, every team got the material on time and complete but one disadvantage was that the designing of the material was time consuming since we created all the materials.

5.2 Accomplishment of aims

These were our aims for the development of this research:

- To explore the way in which English teachers could teach blind students without having training for that.
- To propose activities and materials to work with blind students.
- To integrate a blind student into an elementary English class to explore experiences in English language.

During the research process we accomplished our aims; it was a little difficult because time was not enough but at the end we achieved them. To achieve them we used a set of activities and materials that were useful for our main participant and the rest of the group. It is important to mention that these activities and materials need some changes to get better results. If teachers want to take one of these activities it is necessary to adapt them according to their students' necessities. In addition, the teacher and students' availability was a key factor to obtain good results.

5.3 Limitations

In this research there were some limitations that made the collection of our data difficult. The time was the biggest limitation since in the class where our research took place another girl was also teaching so the teacher did not have enough sessions for us.

There were also some classes where there were very few students and we could not apply our activities. Fortunately the teacher gave us another day to present it.

Another important issue was Benjamin's health. Before the third activity was applied, our participant had an epileptic attack. Finally, something that we noticed was the infrastructure; in most schools, it is not adequate for people with disabilities. It is important to consider the students' necessities since everybody has the right to study.

5.4 Further research

This research gives the possibility to continue investigating in this field. During the development of this research one question came to our mind:

- Should pre-service English teachers have a training course/subject to work with blind students?

As future English teachers, we are exposed to any classroom situation that is why we think that it is necessary to take a course or subject that can guide us to work with disabled people. Therefore, further research is necessary.

5.5 Personal reflection

In this section, we will write about the different experiences we went through while doing this research project. Our personal reflection is divided into four different points. First of all, we will inform about the beginnings of this research project. Next we will explain the development period of the project and after that, we will write about the ending of it. Finally, personal changes that we have experienced as a result of this process will be described.

The reason why we decided to carry out this project was because one of our teachers faced the situation of having a blind student. Thus we were interested in the topic. This situation made us think about many problems that the student and the teacher were facing. It was difficult to get involved in this situation since we did not have enough experience.

During the development of this project, as we mention before, it was a little complicated to get involved but what helped us a lot was our main participant's attitude. To work with him was good because he was very kind while working. It is important to mention that sometimes he used to get a little stressed because of his material. His book was written in Braille system and to help him we asked him to read the instructions that he had in certain pages till he got the one that the rest of the group was working with. This took some time in class. When he worked on his notebook, he wrote in braille system and to check out his works he was asked to spell it to correct any mistakes if there were any. The evaluation of all the activities presented was made from the observation and analysis of the diaries.

In our personal opinion, this situation made us more human and conscious about this kind of situations. We could notice the difficulties that our participant faced whenever he had to work with his notebook or book and when he had to get involved in the class. Besides this, the infrastructure of the school was also a big problem for him because it was not easy for him to move around it. On the other hand, how could a teacher without a training of teaching disabled people help him? That is why it is important to keep doing further research about it.

5.6 Final Comments

We would like to make a suggestion to those people who are managing the Licenciatura program: It would be great if the curriculum of school included a subject where students could learn how to teach blind or disabled people. Actually, it is necessary to have it in any area not only in English language teaching programs.

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APPENDIX A

Classroom Observation Form

Instructor: _____ Course: _____ Date: _____ Observer _____

Directions: Below is a list of instructor behaviors that may occur within a given class or course. Please use it as guide to making observations, not as a list of required characteristics. When this worksheet is used for making improvements to instruction, it is recommended that the instructor highlight the areas to be focused on before the observation takes place.

Respond to each statement using the following scale:

Not observed: 1	More emphasis: 2	Accomplish very well: 3
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Circle the number at the right that best represents your response. Use the comment space below each section to provide more feedback or suggestions.

Content	Not Observed	More emphasis	Accomplish well
Presented overview of the lesson			
Presented topics with a logical Sequence			
Responded to problems raised during lesson			

Presentation	Not Observed	More emphasis	Accomplish well
Projected voice so easily heard			
Listened to students questions and comments			
Used humor appropriately to strengthen retention and interest			

Interactions	Not Observed	More emphasis	Accomplish well
Encourage student questions			
Encourage student discussion			
Maintained student attention			
Monitor students' progress			
Gave satisfactory answers to questions			
Responded to nonverbal clues of confusion, boredom, and curiosity			

Content Knowledge And Relevance	Not Observed	More emphasis	Accomplish well
Presented material worth knowing			
Presented material appropriate to student knowledge and background			

Centra, John A., Reflective Faculty Evaluation: Enhancing Teaching and Determining Faculty Effectiveness, Jossey-

Bass Publishers, San Francisco (1993).

APPENDIX B

La realización de este cuestionario es con el fin de obtener información relacionada con su historial académico. El uso de esta información será estrictamente con fines académicos y de investigación, con el objetivo de poder contribuir en su proceso de aprendizaje del inglés como una lengua extranjera. Gracias por su participación.

CUESTIONARIO

Nombre: _____ Edad: _____

Ocupación: _____ Discapacidad: _____

1. ¿A qué edad se presentó está?
2. ¿Cuál de las siguientes opciones demuestra la causa de su discapacidad?
 - a) Médica
 - b) Por accidente
 - c) Otra (especifique)
3. ¿Tú formación académica ha sido en instituciones públicas o privadas?
4. ¿Por qué decidiste estudiar inglés?
 - a) Por razones escolares.
 - b) Por razones laborales.
 - c) Por razones personales.
 - d) Por otra razón, ¿cuál? _____
5. ¿Has tomado cursos de inglés anteriormente?
6. ¿A cuántas escuelas asististe para aprender inglés?
7. ¿Podrías describir tus experiencias en esas escuelas?
8. ¿Cómo consideras tú desempeño en la clase de inglés?
9. ¿En cuál de las siguientes habilidades encuentras mayores dificultades para su desarrollo? (puedes elegir más de una opción).
 - a) Writing
 - b) Reading.
 - c) Speaking.
 - d) Listening.
10. ¿Cuál de los siguientes factores consideras que es fundamental para tu mejor aprendizaje del inglés?
 - a) Libros en braille, audio cintas, discos y otros materiales didácticos.
 - b) La disposición y creatividad del profesor para integrarme a las actividades de la clase de inglés.
 - c) Mi disposición y creatividad para aprender inglés.

- d) La disposición de mis compañeros para trabajar conmigo en la clase.
- e) Todas las anteriores.
- f) Otras

11. ¿Has sentido algún tipo de exclusión en el grupo?

- a) SÍ, ¿Por qué?
- b) NO, ¿Por qué?

12. ¿La mayoría de los profesores de inglés se acercó para preguntarte cómo debían ayudarte dentro y fuera del salón de clases?

- a) SÍ
- b) NO

13. ¿El profesor (a) leía los ejercicios en voz alta o pedía que alguien los leyera para que contestaras?

- a) SÍ
- b) NO

14. ¿Hay algún momento en que la clase se torne aburrida?

- a) SÍ
- b) NO

¿Por qué?

15. ¿Los alumnos con discapacidad visual podrían sugerir materiales al profesor o directivos de la institución para cubrir actividades en que el aprendizaje está basado en imágenes de libros o tarjetas?

- a) SÍ
- b) NO

¿Por qué?

16. ¿El oído y el tacto me son suficientes para aprender una segunda lengua como el inglés?

- a) SÍ
- b) NO

¿Por qué?

Taken and adapted from: Rodriguez D. (2008). Practica educativa en la enseñanza de lenguas extranjeras en México. El papel del tacto y el oído en la clase de inglés con discapacidad visual. México.



APPENDIX C

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS



Estimados alumnos, la realización del presente cuestionario es con el objetivo de poder tener una retroalimentación de acerca de que tan favorable las actividades. La información obtenida de estas preguntas complementará nuestro proyecto de investigación y por consiguiente el uso de ésta es únicamente con fines académicos.

De antemano le agradecemos su participación en la aplicación del instrumento de nuestra investigación.

Name: _____ Age: _____

1. ¿Crees que las actividades fueron útiles/ favorecieron al proceso aprendizaje del inglés como lengua extranjera?
2. ¿Qué deficiencias se presentaron al momento de ejecutar las actividades?
3. ¿Las actividades te fueron útiles para ti? Si/No ¿porqué?
4. A tu criterio, ¿Crees que se logró una educación inclusiva¹ dentro de este curso?
5. Qué opinas acerca del material empleado en dichas actividades.
6. En una escala del 1al 10, ¿Qué calificación le otorgarías a las actividades presentadas?

ACTIVITY NUMBER:	TOPIC	GRADE
Actividad 1:	Language review 1. Prepositions, means of transportation and types of houses	
Actividad 2	Quantifiers, countables and uncountables.	
*Actividad 3	Recipes, food preparation.	
Actividad 4	Future will and vocabulary of vacation	
Actividad 5	Verbs in past simple and participle tense and past simple tense.	
Actividad 6	Present Perfect.	

7. ¿Cómo calificas tu desempeño en cada una de las actividades?
8. ¿Te considerabas capaz de trabajar de manera conjunta con algún compañero que presenta alguna discapacidad diferente?
9. ¿Cómo te sentiste al trabajar con un compañero invidente?
10. ¿Cómo observaste el desempeño de las practicantes que realizaron dicho proyecto?

¹ Incluir al compañero invidente en las actividades grupales.



APPENDIX D

BENEMERITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS

LEI

LESSON PLAN 1ST

SCHOOL: CENTRO DE LENGUAS EXTRANJERAS (CELE) GRADE: 2°

NO. OF STUDENTS: 10. LEVEL: BEGINNERS DATE: February 26TH, 2013

TOPIC: LANGUAGE REVIEW (Comparatives and Superlatives, Preposition of place, Means of transportation, Types of houses and Citizenship)

TEACHERS' S NAME: Lilia Rodriguez Herrera

OBJECTIVE: Students will apply their knowledge they have gotten in previous classes.

Activity	Material	Set up	Procedure	Time
Warm –up Comparatives and superlatives.	3 Balls	Students and Teacher	Students will move themselves with their chairs in order to create a circle. The Teacher will give a set of three balls of different size (big, medium and small) one by one, and she will say <i>this is a blue ball</i> (the biggest one) and a student will take it and repeat what the teacher says as well as that student will pass the ball to the other classmate, this other student will do the same. After that, teacher will pass the next ball (medium size) and everybody will do the same process. Later, the same happen with the small ball.	10 minutes
Practice 1 Prepositions of place	9 boxes and threads of different sizes.	Teacher & students	Students will have a box and a piece of thread. The Teacher will give instruction to students about how they are going to use the thread and the box together. For example: <i>take the thread into the box.</i> Students will follow the teacher's instructions, and then students will give instructions to the others.	10 – 15 minutes
Practice 2 Means of transportation, prepositions, types of houses, citizenship.	scale model	teams of three students	Each team will have a scale model. Students will describe what they see on the scale model. Students will use a scale model for describing the way in which they are going to arrive from one site to other one. students must mention at least one mean of transportation, prepositions, types of houses or citizenship	15-20 minutes

Trainer: Juana Angélica Ramírez Ortíz

Mentor: Lilia Rodríguez Herrera



APPENDIX E

BENEMERITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS

LEI

LESSON PLAN 2

SCHOOL: CENTRO DE LENGUAS EXTRANJERAS (CELE) GRADE: 2°

NO. OF STUDENTS: 10 LEVEL: BEGINNERS

TOPIC: QUANTIFIERS, COUNTABLES AND UNCOUNTABLES DATE: MARCH 7TH, 2013

TEACHERS'S NAME: Lilia Rodriguez Herrera

OBJECTIVE: students will put in practice what they have learnt this is about quantifiers, countable and uncountable nouns.

Activity	Material	Set up	Procedure	Time
Warm –up		Students	Students will stand up and form a semicircle. The Teacher will give a container to the first student of the line. At the same time teacher will ask the question: What is this? Student will answer “ <i>this is a ...(name of the product corresponding to the container)</i> ” . <i>Then, the first student will do the same with next partner, it means, he or she will make the same question and will give the container in order to his or her partner answer and take the container of the product.</i>	8 minutes
Practice 1 Countable and Uncountable nouns. Role- play	Store	Students and Teacher	The Teacher will ask students to make a line in front of the store and they simulate that they are going to buy something whatever they want. Students will ask for any item, they should use quantifiers instead of an exactly quantity. The Teacher will sell the items but if students do not use the quantifier appropriate to what he or she is asking, they won't get what they asked. NOTE: students will try to use quantifier words as much as possible.	10 minutes
Practice 2	Containers of different products	students	Students will mention a list of all the products they have gotten. Also they will use quantifiers.	5 minutes
Extent Homework	Any kind of dish or desert, for example: hot cakes.	students	Students will bring to next class any kind of dish; it will be a desert, already prepared.	3 minutes.

Trainer: Aide Alvarado Castillo

Mentor: Lilia Rodríguez Herrera



APPENDIX F

BENEMERITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS

LEI

LESSON PLAN 3RD

SCHOOL: CENTRO DE LENGUAS EXTRANJERAS (CELE) GRADE: 2°

NO. OF STUDENTS: 6 LEVEL: BEGINNERS

TOPIC: LANGUAGE REVIEW

DATE: MARCH 12TH, 2013

TEACHERS'S NAME: Lilia Rodriguez Herrera

OBJECTIVE: Students will describe the process that they followed to prepare a recipe of a dish/dessert.

Activity	Material	Set up	Procedure	Time
Warm –up	----	Students & Teacher	The Teacher will ask students how to start a conversation between a costumer and a waiter at a restaurant.	8 minutes
Practice 1 Recipe	Dish or Dessert	Students	Each student will pass in front of the class; he or she will describe the process followed to prepare his or her dish or dessert.	10 minutes
Practice 2 At the restaurant Role-play	Dishes and Desserts	Students, in pairs.	Students will move tables and chairs in order to make the classroom looks like a restaurant. In pairs, they will choose a table to eat. One student will stand up, will play the role of a waiter/waitress and will offer his or her dish/dessert to the people at the restaurant. NOTE: Each student will do the same after the rest of the students have gotten the first dish/dessert and so on.	15-20 minutes
Extent Homework	-----	-----	-----	-----

Trainer: Juana Angélica Ramírez O.

Mentor: Lilia Rodríguez Herrera



APPENDIX G



BENEMERITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS

LEI

LESSON PLAN 4TH

SCHOOL: CENTRO DE LENGUAS EXTRANJERAS (CELE) GRADE: 2° NO. OF
STUDENTS: 10 LEVEL: BEGINNERS DATE: March 26th, 2013

TOPIC: FUTURE TENSE “WILL”

TEACHERS’ S NAME: Lilia Rodriguez Herrera

OBJECTIVE: Students will create a short conversation about their fate in order to integrate vocabulary about vacation, lucky number and some other thing also to use the tense “will”.

Activity	Material	Set up	Procedure	Time
Warm –up Competence	Track future tense “will” Computer	Teacher Students	Students will hear a track about the explanation of the future tense “will”, the structure and some examples. The Teacher will play it twice in order to get students understand it. Then teacher will ask students for doubts or questions	8 minutes
Practice 1	Sounds about: Storm, rain, volcano eruption and	Students	In this activity students will listen a sound and they should identify what it is.	4 minutes
Follow up	Zodiacal signs cards	Students	The Teacher will ask students to work in pairs, one student should be the client and the other the reader, with the zodiacal signs cards they should say about their fate.	15 minutes



APPENDIX H

BENEMERITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS

LEI

LESSON PLAN 5TH

SCHOOL: CENTRO DE LENGUAS EXTRANJERAS (CELE) GRADE: 2°

NO. OF STUDENTS: 10 LEVEL: BEGINNERS

TOPIC: SIMPLE PAST TENSE DATE: April 16th, 2013 TIME: 10:30 – 11:30 am.

TEACHERS 'S NAME: Lilia Rodriguez Herrera

OBJECTIVE: Students will describe a situation related to their last vacation; they will report vocabulary already learnt and the use of simple past tense in order to perform a short conversation.

Activity	Material	Set up	Procedure	Time
Warm –up relaxing exercises	-----	Students	Students will be asked to do some exercise to get relaxed themselves. For example: - hands up, - hands down, etc. They must stand up and act according to the teacher´s instructions.	8 minutes
Practice 1 past forms of the irregular verbs	-----	Teacher and Students	This activity consists in students will follow a series of numbers from 1 to 50 ; in which students will omit multiples of number 5. These multiples will be replaced by verbs with their past simple and past participle form (teacher will tell the verb and student will say the two forms in past of the verb). For example: <u>1-2-3-4- T: think / S: thought & thought , 6-7-8-9- etc.</u>	10 minutes
Practice 2	computer USB/ CD	teacher and students	The Teacher will play a list of nature sounds in the computer (those make reference to those sounds when we go to any place on holydays).	20 minutes

Trainer: Juana Angélica Ramírez O.

Mentor: Lilia Rodríguez Herrera



APENDIX I

BENEMERITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS

LEI

LESSON PLAN 6TH

SCHOOL: CENTRO DE LENGUAS EXTRANJERAS (CELE) GRADE: 2°

NO. OF STUDENTS: 10 LEVEL: BEGINNERS DATE: May 2nd, 2013

TOPIC: PRESENT PERFECT

TEACHERS´S NAME: Lilia Rodriguez Herrera

OBJECTIVE: Students will create questions using present perfect tense also they will remember the present perfect tense of a set of verbs.

Activity	Material	Set up	Procedure	Time
Warm –up competence	-----	Teacher Students	Students will be asked to make two lines, one line will be A and the other B. The Teacher will say a verb in infinitive and participants should say verb in past participle.	8 minutes
Practice 1 Questions and Responses in present perfect	Car Teddy bear Keys Ring	Teacher and Students	In this activity students will make a circle and teacher will put a bottle in the middle of the circle and turn it. The ones that were selected, one will make a question and the other will give an answer, but to make the questions they should use an object that the teacher will give. For example:	10 minutes

Trainer: Aide Alvarado Castillo

Mentor: Lilia Rodríguez Herrera