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**A VISUALLY IMPAIRED STUDENT IN
AN ENGLISH CLASS: A CASE STUDY**

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ABSTRACT

In English Language Teaching teachers may be prepared for most of the situations faced inside a classroom. However, there are just a few teachers who are really prepared for teaching students with special needs; it is the case of teaching English to visually impaired students.

This study explores some problems of inclusion and how a teacher manages teaching English taking into account all the features of a visually impaired student, in order to facilitate teaching for both teacher and students. This investigation intends to help English teachers to include visually impaired students in an English class.

This is a qualitative case study combined with a brief action research approach. This research utilizes a questionnaire, an interview and a classroom observation format as instruments for obtaining the data. Furthermore, this case study combines the exploration of a case with a brief proposal for improvement. The author of this investigation proposes and performs at the end three ad hoc lesson plans, in order to provide an example of activities that may improve inclusion. The main participants are a visually impaired student and her actual English teacher. A plus of this research are the performance of action research after having explored the case.

Findings show that there are diverse modes of teaching English to a visually impaired student, including materials, techniques and strategies. A visually impaired students' experiences learning are illustrated. Finally, some suggestions are proposed based on the teachers' experiences and the student's perceptions and the results of the action research are described.

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CHAPTER 1: INTRODUCTION

1.1 Introduction

English teachers may be adequately trained in their field in different forms; they could prepare their classes in order to teach the new language to their students in the best possible way, they could focus in preparing the best material for their students (being creative), or they may rather prepare funny activities to create a better class in order to maintain their students' attention. Generally speaking, every teacher has a different way of teaching, act as facilitator or being prepared for any challenge in teaching.

However, a teacher may encounter special situations that would be hard to deal with; for example, having a visually impaired student in class. Therefore, it would be worth exploring the form that teachers deal with this type of students and how they manage to include them within the rest of the class. "It is not too hard when the teacher first accepts the fact that you have a student with a disability inside your classroom, and then, you acquire information about it" (SEP, 2010)

This study is based on a case study methodology. A case study is a practical methodology for everyone who wants to do research, since it is interpreted as a way of investigating and interpreting all the data collected about a specific issue.

Creswell (2009) says that "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). Yin (2009), on the other hand complements that "the case study is

used in many situations to contribute to our knowledge of individual, group, organization, social, political, and related phenomena” (p.1)

This case study, in other words, can be used in every field, and this contributes in gaining data about a certain identified problematic issue. In the case of English language Teaching, reporting a problem in teaching and drawing conclusions about the possible factors that affect the situation is possible.

1.2 Purpose of the study

This investigation has the purpose to explore the form an English teacher includes a visually impaired student in her classes. The study has the objective to describe and illustrate the different types of visual impairments and the manner a teacher works with every situation, including materials, activities and classroom management techniques that may help in the inclusion of this student in the classroom.

1.3 Research questions

This paper sets out to answer the following research questions:

- What are a visually impaired student’s perceptions toward learning English in a classroom?
- How can a visually impaired student be actively included in an English class?
- How effective are ad hoc activities in this particular context?

1.4 Significance of the study

This research is focused on both English teachers and students with a visual impairment. Findings in this investigation may give practical and useful information, tools, material and activities that teachers may use in their classroom to include students with deficiencies in an English class. For visually impaired students, this study may be a first step into the field of inclusion in education and a way to sensitize the rest of the class to achieve inclusion. This study may also cultivate the beginning of a gap that needs to be filled in education in order to promote fairness and inclusion, respect and equity.

CHAPTER 2: LITERATURE REVIEW

In these days, there are still problems at schools with people who are indicated as different. This is a real problem that affects many people around the world, people who are treated in a different manner from the rest. This occurs principally with class, race and gender differences but in worst cases, with people who have disabilities. For this reason, program schools may need to be adapted to offer training and a more inclusive education.

2.1 Socio Cultural Theory

According to Kozulin (2003) Lev Vygotsky, “the founder of the social cultural theory developed a new framework for conceptualizing educational dialogues, through which students acquire new forms of handling knowledge and solving problems” (p.246).

Socio cultural theory considers society and culture as the main source for the learner’s development. The argument is that development first occurs through the social interaction. Second, development occurs within the child himself/herself from the knowledge, skills and experiences he/she has acquired through social interaction in the environment surrounding him or her. The basic premise of Vygotsky’s theory is that all uniquely human’s higher forms of mental development starts from social and cultural contexts which are shared by members of that context because those mental processes are adaptive (Berk & Winsler, 1995).

The main aspect of Vygotsky's cognitive development is the *Zone of Proximal Development* (ZPD). According to Vygotsky (1978) ZPD is defined as the "distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p.86). Vygotsky further argued that a person cannot fully understand a child's developmental levels without determining the upper boundary of that development. The upper boundary is determined by the kind of tasks that learners can do with someone else's assistance. In other words, two children might exhibit the same IQ score, supposedly indicating that they had achieved the same developmental level and thus are ready for instruction. However, one of them might as well be able to perform more complex tasks under someone's guidance than the other could with the same assistance.

Another aspect of social cultural theory is *mediation*. According to Vygotsky, mediation refers to the part played by significant others in the learners' lives. Additionally, Vygotsky (1978) postulated that the secret of effective learning lies in the nature of the social interaction, that is, between two or more people with different levels of skills and knowledge. This involves helping learners to move into and through the next layer of knowledge or understanding.

With regards to inclusive education, learning environments also need modifications to enable learners with visual impairments feel comfortable. Vygotsky's theory postulates that for the learner to develop higher mental processes, he/she should interact with the environment (Kozulin, 2003). Mediation is also considered important to children with visual impairments because they need adaptive environment. In the same tenor, Berk and

Winsler (1995) argued that the main activities of the learner in the class according to Vygotsky's view are to interact with the materials developed either by the author or by the fellow peers in the class.

Furthermore, *guided participation* refers to the process by which learners actively acquire new skills and problem-solving capabilities through their participation in meaningful activities alongside parents, adults, or other more experienced companions. Guided participation emphasizes the active role of the child in learning and cognitive growth and the complementary role of parents and other caring adults in supporting, assisting, and guiding the child's intellectual development. Support includes both explicit verbal and non-verbal guidance as well as more subtle direction through the arrangement and organization of learners interactions with the environment.

Guided participation occurs throughout the course of childhood as children progress from a peripheral and dependent role to the increased autonomy and responsibility while striving to master the challenges posed by the surrounding social and cultural milieu (Rogoff, 1990).

In other words, the idea of guidance and participation apply to the learners with visual impairments because they are first and foremost individuals just like other students, therefore they also belong to a group where guidance and participation are needed. Through guidance and cooperation from teachers and sighted peers, the visually impaired learners would actively participate in the learning process.

The social cultural theory is presented in Figure 1 to show how the social cultural context is essential for the learners with visual impairments' development in learning. That

is, through interaction with capable members of the society and materials, the learners can actively participate in learning.

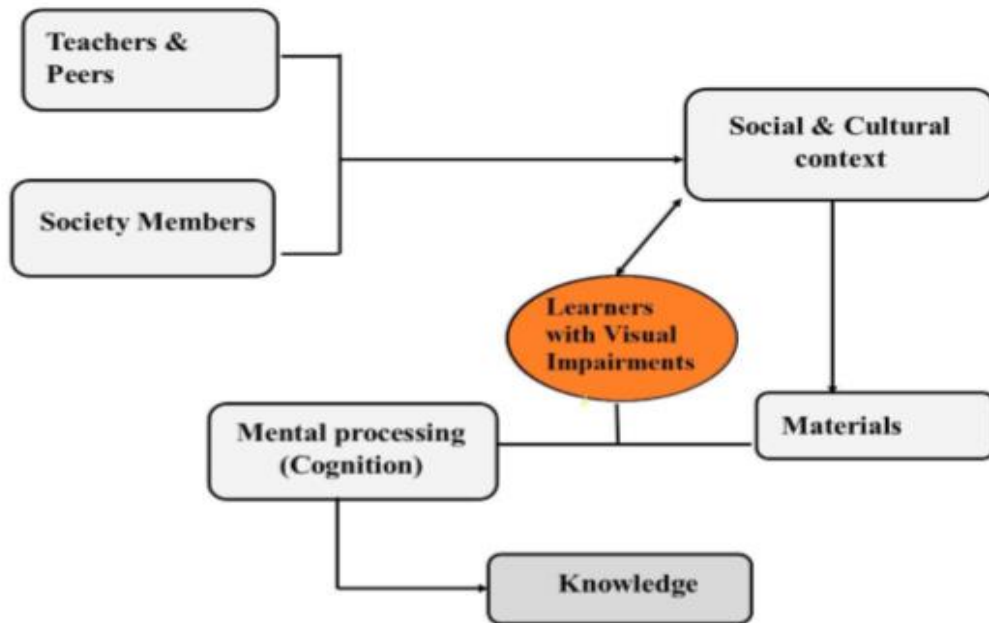


Figure 1: Adapted Vygotskian social cultural model

2.2 Inclusive education

Inclusive education is a target that most schools try to achieve, even when they fail in the process. Mouroutsou (2015) states that many countries promote the inclusive education and that at the same time they are supported by international agencies such as the United Nations; and educational policies and legislation is promoted in different ways.

According to the UNESCO (2009) “inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and it can thus be understood as a key strategy to achieve EFA (Education For All).” It is useful to

emphasize that EFA is a global movement that is in charge of providing quality basic education for all children, youth and adults.

The UNESCO (2009) also claims that “an ‘inclusive’ education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities.” Most schools face this problem in inclusion, because they do not increase sensibility for these groups in order to integrate them among others.

Of course, this is a point that should start at home and being reinforce at school, but thanks to the lack of awareness about these problems, it is necessary to implement at schools; only with this, the problem may be solved and the inclusion may succeed.

Schools must offer the opportunity for students to develop themselves in the same context. However, sometimes the exclusion of diverse groups or minorities is very remarkable. The Department for Education and Skills (2001) claims that “inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils.”

Certainly, when students are free to share what they know in a healthy inclusion that goes from sharing their culture to even their learning strategies, the environment is going to be safer and more comfortable for everyone and of course they will reinforce their values. Surely, a good inclusion needs the appropriate training, including diverse strategies and support in order to include successfully the education for people with special education needs, and also for giving them the opportunity to achieve their own potential at school. (The Department for Education and Skills, 2001)

2.2.1 Equality and non-discrimination

People must understand that people with any impairment are capable of doing many things. Suffering a visual impairment is not a synonym of being useless. In fact, students with this kind of disabilities may learn another language just like anyone else. Unfortunately, most people may disagree and this is when they prejudge, causing some problems just like intolerance and discriminations at schools.

The Convention of the Rights of Persons with Disabilities is an international treaty created by the United Nations that protects the rights of people with disabilities. It claims that all people with disability must have the same rights in the same way just like others. Also, it affirms that they are the same under the law and that it will not be tolerated any act of discrimination against them.

2.2.2 Creating effective inclusion

It may seem that creating an effective inclusion is a difficult process, because of the social and cultural differences among students and the personal of schools. However, with disposition, support and a positive attitude inclusion in education may result operative. The Department for Education and Skills (DES), (2001) states that “Inclusion is about engendering a sense of community and belonging and encouraging mainstream and special schools and others to come together to support each other and pupils with special educational needs.” (p. 3).

According with the DES, there are four points that inclusive schools have:

1. An inclusive ethos
2. A broad balanced curriculum for all pupils

3. Systems for early identification of barriers of learning and participation and
4. The expectations and targets.

First of all, the disposition at schools for creating an inclusive environment has to be big. The Department for Education and Skills (2001) states:

Local education authorities are expected to plan strategically and adopt an integrated approach to ensure greater inclusion. They are expected to support, empower and challenge their schools to become more inclusive. Local education authorities need to be open and clear about their plans to develop inclusion and the role of special schools. (p. 3)

2.2.3 Inclusion in Mexico

According to the *Plan Nacional de Desarrollo* (PND) inclusion is a vital factor in education for offering more opportunities for those who want to overcome in life. For inclusion, the PND (2013-2018) says that it is necessary to promote inclusive practices by attending the groups with specific needs, this include the infrastructure of schools as well as materials for them.

Inclusion in higher education must be one of the central aspects that people in charge of education have to take into account in training programs. Sinéctica is an electronic magazine from the *Instituto Tecnológico y de Estudios Superiores de Occidente* in Guadalajara Jalisco that focuses on education. In a 2012 published article, Aquino, Garcia and Izquierdo (2012) state that:

“In Mexico, special education has been focused on the basic levels, that comprise education in preschool, primary and secondary, with the creation of institutions that teach essential knowledge through supporting specific systems, just like the Braille system, in case of blind or visually impaired learners, and the Mexican sight language for people with problems related with speaking and listening. (p.3) *Translated by the author of this thesis

This may result helpfully because the learner receives the tools for communication and inclusion with the others, in other words, the learner has the essentials for making the things “easier”. Sanchez (2016) says that she has been a witness of how disable children since pre-school education show a better performance thanks to inclusive education. However, this special education should have a stronger impact in higher education as well. This would provide more opportunities and inclusion would result successful.

Nowadays, there are legal norms¹ and rules that help and protect people with visual impairments and that embrace most fields in inclusion. The *Ley general para la inclusión de las personas con discapacidad y su reglamento* (2016) states that people with “visual impairments” deserve the same treatment and opportunities, just like everybody else. This law also stipulates that education must be promoted without discrimination; otherwise every act of discrimination would be sanctioned. In the case of teachers, the law affirms that they must be trained to teach and adapt didactic materials and resources as necessary. All these norms are stated to be accomplished in all levels of education.

2.3 Our senses

Human beings have senses that help experience and perceiving the world in different ways. Our senses are perfectly designed for doing different activities such as hearing noises, touching textures, smelling and seeing their environment or tasting different flavors. All in all, life is easier with these gifts, but what would happen if some people do not have all their senses? In a more specific way, what would happen if people do not have their visual

¹ Alcántara. & Navarrete. (2014); Arzate. (2015); Rodriguez. (2008)

sense? How do these people perceive the world? To have a better idea, we first may need to know how the human eye works and what functions it undertakes.

2.3.1 The human eye

Eyes are one of the principal tools people use in their daily life. With this sense people are capable to see places, other people, things, environments and their entire context. Eyes also tell us where we are, and what “obstacles” we have in front. Certainly, our eyes make life easier for everyone. Our eyes are a very complex system that goes beyond a pair of simple white globes. The human eye is a very complex organ that works together with light that is the one that brings the reactions to the organ. Furthermore, our eyes help us appreciate value and admire nature and our surroundings and with this build our reality.

2.3.2 The parts of the human eye

The human eye may be considered a very complex part of our entire body. This is especially because the eye is formed by many parts that help the entire vision and of course, it is connected to our nervous system. These parts with the help of light make that the human eye work.

Sometimes visually impaired people experience different forms of disabilities because a specific part of their eyes is not working. For this reason, it may be relevant for teachers to beware of the different parts of the eye and understand how these parts work and their functions. This information may also allow teachers comprehend better what

impairment students suffer, and may be, how to manage materials and resources. The Human eye ²is formed by:

The Cornea: it is the external part of the eye. Its principal function is to cover and protect the internal parts of the eye from damage.

Aqueous humor: it is in charge of maintaining the intraocular pressure. It is a type of thin gel that helps to keep all the structure of the eye in its place.

Iris: it is the colored part of the eye and it allows the eye to take light. It depends on the bright from the environment. In other words, if the environment is too bright, the iris will adapt itself so the eye can focus better.

Lens: they help people change the focal distance by adapting themselves. Through the years, the lens loss their elasticity and this is the origin for eyestrain in some cases.

Vitreous humor: It comprises a big portion of the eyeball. It is a type of clear gel that helps maintain the clearness and the structure of the eyeball. If there is any infection or a substance enters in this part; the vision will be affected because this is the part where visual information goes through.

Sclera: People know it as the “white part” of the eye. It is the covering of the eyeball and helps to keep safe the internal parts of the eye.

Choroid: It is between the sclera and the retina. Its function is to provide blood and water to the eye.

² Graue (2003); Kuehnel (2003); MDHealth (2017); Sánchez (n.d); Segre (2017)

Retina: it is located at the back of the eye and it is connected to the optic nerves which send the information to the brain in order to interpret information.

2.3.3 What is a visual impairment?

People may find a lot of definitions and diverse forms or types of visual impairments.

A visual impairment may be the complete loss of the capability to see but it may also refer to a difficulty in the sight sense for perceiving the environment. It may then be total or partial loss of the visual sense. According to SEP (2010) a visual impairment is a condition that affects the perception of the images in total or partial form. Visual impairment may be caused by a previous accident or because it genetically has been passed to offspring.

In any of the cases, for teachers it may always be relevant to know what type of visual impairment students suffer and what they are able or not to do.

2.4 ELT teaching for the visually impaired students

People are exposed and nowadays almost expected to learn a second language around most formal educational environment. It is not something new that most people want to travel abroad. Sometimes, it may seem that more people make come true their wish to travel and not just because they want but because they can. When people travel to a different place, they may learn a variety of cultural and historical issues that make greater the stance in there. To illustrate this, if a visually impaired person wants to learn English to travel to a

country where English is the predominant language, what is an English teacher expected to do to teach him the language?

Specifically, the Faculty of Languages of the BUAP trains future language teachers to teach English. Even when the courses at the BA help students gain knowledge about most relevant subjects, such as; methodology, materials, and even teaching children, there is no specific subject or information to teach a second language to visually impaired students. However, the Faculty holds a few visually impaired students and some other students are doing their Teaching Practicum with visually impaired students too. This is the reason why studies as this one may be the basis to advise a special course of teaching English as a second language to, at least visually impaired students.

2.4.1 Features of visually impaired young learners

Many people may think that visually impaired learners do not have many capacities because of their visual problems. As research shows, this is a terrible mistake because visually impaired students do have many features that they develop from the very beginning of their lives (Lewis, 1991)

According to Lewis (1991) visual impaired babies have a delay in their motor development. She also describes that a baby who is visually impaired delays in reaching objects more than a baby who is not. This is because the baby needs to know that something exists around. Very especially, sounds may help them perceive what is around them in the world. When a visually impaired baby hears something he stand quite quickly; this does not mean that the baby is not interested in going through the object, but because

the baby is attending to the sound, he is discovering what makes that sound, in other words he is exploring and analyzing his world with the other senses.

There is a behavior in people called “blindism” which consists in putting pressure on eyes and rub them; this is also presented with back and forth swings. This behavior also appears in sighted children but this tends to disappear earlier. Blindism may also represent the energy output of a visually impaired child (Burlingham, 1965). Visually impaired children face delays in many aspects of motor development: for example, turning around, sitting or standing up for walk. (Andelson & Fraiberg, 1974). However, most other activities, comprehension and intelligence are usually reached at some point.

When babies start to move by themselves they develop their abilities to address to the sounds around them. This reinforces the idea that sounds have a source (Wills, 1970). Also, she writes about communication development and how visually impaired babies can communicate with their parents in any situation. In the very first years of babies, they cannot see what is happening around them and their parents may be scared about how they may be able to talk to their babies, because they are aware about blindness.

Babies at first may go through many problems, to illustrate this, Lewis (1991) describes that a visually impaired baby cannot see the faces of his parents. Thus when the father is angry with the baby, he cannot know. And, when the father is not longer angry with him, the baby may probably feel that his father does not love him anymore. The communication development starts when the baby learns how to talk with others. Thus, in that case the child can ask for more details about what is happening around him.

For parents, it is recommended to try to adapt and care their language when talking to children. To illustrate this instead of saying things like “look that, it is a car”, parents may say “hear that, it is a car”. Moreover, avoid order phrases such as “put that on here” and replace them for specific ones such as “put that on the table” (Lewis, 1991).

This may seem an easy task but it is not, this adaptation in daily life can last a long time but at the end, parents will get adapted. Also, they are suggested to include things that the baby have experienced in his life, in this way it would be easier for the baby to join in life. Furthermore, visually impaired babies tend to have a great development with their senses of hearing and touching. This really helps them learn about the world even more than those who can see.

Visually impaired learners have the ability to incorporate themselves with society as well. Social interactions are an important factor for human beings since they are kids. People may perceive different reactions just by seeing what gestures they have.

Happiness, anger, and sadness are feelings that people see just by looking at the face of others. For visually impaired people it is more difficult, but they may notice it by hearing the tone of the voice from people they are talking to. Hearing is one of the senses that visually impaired students develop most in them.

There is a certain age when children need extra help from others for doing things that they cannot do by themselves. This could help with social interactions and probably it could help in order to be more sensitive to their needs.

2.4.2 ELT teaching to the visually impaired

As previously explained, teaching a visually impaired student may sound a difficult challenge, especially for those teachers who are new into the topic. However, with some of the previous ideas (for example try to replace and adapt listening materials and adapting our language) once the teacher understands the very first thing before teaching the topics in the program, the process may be easier for both the teacher and the student.

First of all, as teachers it is our duty to be sensitive with students. In this case, knowing the background of the student could be a good idea to start. Teachers must know the visual condition of their students, for example, if the student suffers a degenerative condition in the eyes, if the student has a certain percentage of vision or if the student is totally blind. This idea is supported by Chok (2004) who states that “First and foremost the teachers have to understand the visual condition of their blind student.”

Another helpful idea for teachers is to know if the student has always had the visual problem. A student with a previous knowledge about how things are in the place where he lives is going to be meaningful because he already has a big panorama of the context. On the other hand, a student who is totally blind from birth and that he has not seen the environment where he is growing up provides a different challenge. Once again, Chok argues that this is better because “he or she will conceive ideas and images differently from someone who was blind at birth.” (2004)

In other words, the teacher should know if the student has any visual memory or if he does not; and what the causes of the visual impairment are, without going beyond to the medical treatment or the conditions the student is following.

Certainly, teaching a new language to a visually impaired learner sounds challenging, especially when the teacher has not taken any previous courses that may help him adapt the class for including all students. For that reason, previous training or at least knowledge about visual impairment may help teachers adapt the way of teaching. Visually impaired learners may have an impediment in the visual sense, but that does not mean that he cannot use the other senses to perceive the world. Hearing is the most suitable sense that helps people with a visual impairment. This is a good tool for teachers who are teaching a new language to a student with any visual disease.

Previous studies (Lucerga, 1993; Rock, 2015) have also recommended repetition as a good choice to integrate the student with the class. Instead of just writing information and some exercises on the whiteboard the teacher may raise his voice and say aloud every single word he is writing. Teachers may also if possible ask other students (or many students that can be rotated) to do that job. The same may happen with descriptions, the teacher has to remember that the visual impaired cannot perceive pictures or photos, so the teacher has to be very specific with details, including colors and positions of the objects in there. Another option may be the use of material with different kind of relief for using the touching sense.

2.4.3 ELT to the visually impaired in Mexico

Each year there are more people who want to learn another language. In Mexico, English is the language that is taught in most at any level in education as a foreign language. This has become vital because of the opportunities that people have for working abroad or get better

working opportunities, such as; big companies, industries transnational enterprises, etc. Speaking a second language is a tool that in these days has become essential. It is more common to see that English classes are given from kindergarten and it extends until public and private universities. However, students do not always have an adequate place for studying, and for visually impaired it may be worse.

Regarding this type of students, according to Rock (2015) adaptation of the material is one of the most important aspects that teachers must consider. In her experience, she describes how she was working with blind students. She printed flashcards in Braille and with those with low vision the material had to be printed bigger than the usual so that the visually impaired could perceive it.

According the SEP norms (2010):

It should be evaluated how much the student sees in order to know what kind of adaptations should be done, for example, observing the places where he'd rather be, the light that is more suitable, the activities that he'd rather do, if it is difficult to do a specific activity or the place where he does it (p.67)

*Translated by the author of this thesis

2.5 ELT materials

Materials play a central role in education. Very especially, English teachers may use a great variety of materials for helping students learn in a more effective way. Kim, Eisenberg, Stangl & Yeh (2004) enlist materials that can effectively being used by English teachers; such as plastic, wood, painted brass, aluminum, and foam. They also describe design

methods that can help teaching easier, for example, handcraft method which it is a common practice, or even the 3D printing method that consists in using technology such as 3D printers.

Furthermore, when teachers must teach students with visually impairments their job is much more complex. Most teachers at first may get worried and sometimes they do not feel prepared for teaching in those situations. However, designing your own material is required since special material is not offered in many schools. For instance, using songs, computer programs and using real objects to teach vocabulary are just a few examples of materials that a teacher may use in order to being flexible with visually impaired students. (Rock, 2015).

2.5.1 The importance of adapting materials

Effective materials in education sometimes become the core issue for students. They motivate them and help them understand many concepts in an easier way. However, when teachers adapt materials for visually impaired students, materials do not only become motivational but they also may work as sensitization for the visually impaired and for the rest of the class.

Therefore, when someone is visually impaired, most resources must be adapted in order to allow all students use the material in a practical form. Materials have to be designed according to the needs of each person. One recommendation is to focus adaptation on the other senses, for example using tactile material. “Blind people obtain most of the

information through two fundamental channels: the language and tactile experimentation, whose the most specialized organ is the hand” (Lucerga, 1993).

According to Lafuente, author of “Educacion inclusiva: discapacidad visual” (Inclusive education: Visual impairment) the aim of material adaptation is:

One of the objectives in education for people with visual problems is to offer most information as well from the world that goes around them. For that reason, it is necessary to adapt the visual stimulus, in order for people with visual impairments to perceive them in a tactile or auditory way, and if they have sight remaining, with optical or non-optical help. (Lafuente, n.d., p.5)

The use of alternative material is necessary to gain information through other senses that are different to sight. If the person has a stimulus in a very early time, this may help teachers in the future in the process of learning. In the following sections, there are some suggestions from experts that may help teachers to adapt their material for teaching blind student.

2.5.2 Adaptation of materials for visually impaired students

Many people may think there are not enough materials for teaching the visually impaired. One of the most universal materials for this audience is the Braille system. Risjord (2009) states:

Braille is a system for tactile reading and writing. It uses characters formed by combinations of six embossed dots that are arranged within the Braille cell in two vertical columns of three dots each. A simple Braille character is formed by one or more of these

dots, and it occupies a full cell or space. For convenience, the dots of the Braille cell are referred to by number and correspond to the keys on a Braille writer. (p.16)

Furthermore, Lafuente (n.d) claims that adaptations of texts in Braille are not so difficult, but when books have tables, drawings or diagrams, the difficulty is higher. The main problem is when young learners don not know how to read and they are just learning how to do it. Teachers do not have to complicate themselves in adapting very difficult material. It is better using materials that are easy and not expensive.

In addition, teachers may not find it that easy to transcript some texts in Braille. In the first place they have to consider some points to do it, for example, transcriptions in Braille need time. Thus, teachers who choose to adapt texts have to first try to find and search for materials that are already adapted for the visually impaired. In her experience, Aiazzi (2008) says that leaning Braille alphabet is an important step, because only by doing this you are able to read Braille writings and through time, you will be able to correct the written words.

It is also important that teachers sensitize about discrimination of blind students. The most practical form to do this is by including all students in all communicative events by adapting most activities for all students.

Recordings and listening materials are also helpful for teachers and blind students, especially when they do not know much about the Braille system or when texts are very large and it would be hard to transcript it in an extensive text into Braille.

Internet also provides teachers with a great variety of materials that may be useful for different activities. Some advantages in using different types of material are that

visually impaired can associated the communication with the environment that goes around them.

Regarding tactile materials, to illustrate this, Lafuente (n.d) gives some examples that teachers might use in class such as cardboard. This material has a wrinkled texture. Also, it is very easy to work with and easy to carry. In addition, sandpaper could be used as well, but teachers may be careful because this kind of material has a strong texture and its use can be unpleasant for students. Some other recommendations are using grains, legumes, clay, shoelaces, and sticks.

In other words, nowadays teachers that have this kind of audience are provided with plenty of ideas to consider learning in a meaningful way. First of all, teachers may have a clear **objective** to work with students. Second, elements must be **contrasted**; this refers to the background, depth boards and elements that cannot distract students from the objective. Furthermore, size of materials might also have an impact with blind students.

All in all, experts recommend adapting texture, listening materials and very specific descriptive language in order to approach the visually impaired.

CHAPTER 3: RESEARCH METHODOLOGY

The purpose of this chapter is to describe the methodology used for this research. The setting where the investigation was performed, the participants and the instruments used to collect the data are especially explained.

3.1 Methodology

This investigation followed a qualitative methodology. Data are not measurable; instead data are analyzed and interpreted. According to Creswell there are three types of designs that researchers may use in investigations, and all can be perfectly adapted to each research project; quantitative, qualitative and mixed method. Creswell (2009) describes that quantitative research is focused in testing objectives and theories and this data can be measurable. On the other hand, the qualitative method is centered on interpretation of data that cannot be measurable.

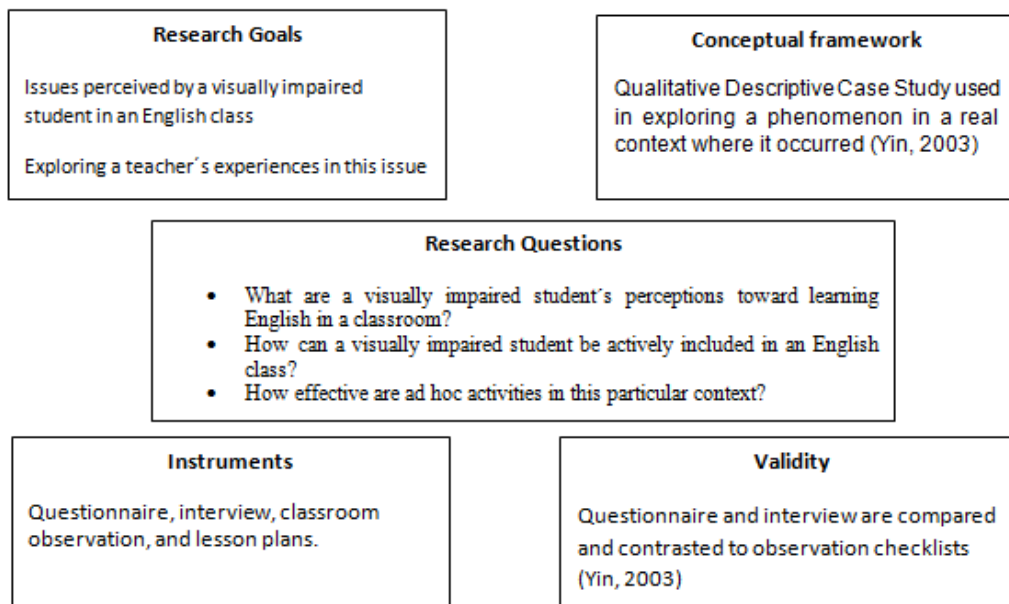
Creswell (2009) argues that qualitative research is based on the exploration and understanding of the meaning individuals or groups attribute to a social or a human problem. He also claims that the process of the research includes questions, procedures and goes further to the analysis and interpretation of the meaning of the data from the researcher. In addition, he mentions different types of qualitative strategies. In this sense, this study is plainly framed as a case study.

With this in mind, a case study may be defined as a strategy that researchers may use in order to obtain information about a certain conflict; this may be a personal, social or

event political aspect to investigate. The researcher is in charge of getting information and analyzing all data. Interpretation is the base of the case study. Since all the information needs to be interpreted by the research, instead of measuring the results, a case study is a form of interpretive inquiry.

This study attempts to explore specifically the case of a visually impaired students learning of a second language. The research is bounded contextually and by situation. In order to provide a more illustrative form to explain this research design, in the following section a diagram of the steps followed is described.

3.2 Research design



Adapted from: Maxwell, J. A. (2005). Qualitative research design: An interactive approach

3.3 Setting

This study is carried out in Preparatoria Enrique Cabrera Barroso. This postsecondary institution belongs to the BUAP. BUAP is a Mexican public institution located in Puebla.

This institution prepares students to enter university careers. English is a mandatory course during the three years that a student needs to achieve to be graduated from the institution. This research takes place in a pre-intermediate English course during the third year.

3.4 Participants

The participants of this investigation are: an eighteen years old female blind student currently enrolled in the third grade of this High School program, an English teacher in charge of this course, and a group of twenty five High School aged from seventeen to eighteen years old.

3.4.1 Students criteria selection

The students selected for this research are currently studying the third grade of High School. The whole group participated in the observation checklists, although student the focus of the observation was the visually impaired student and the teacher. This group was specifically selected because a visually impaired student has been part of this group for the past two years.

3.4.2 Teachers criteria selection

The main criteria for selecting the participant were to select a teacher who was working with a visually impaired student. The teacher selected for this study has actively been

working in this High School for fifteen years. She is thirty-nine years old and that was the first time she works with a visually impaired student.

3.5 Instruments

The instruments used to collect the data were a questionnaire for the teacher (see appendix 1). This questionnaire focuses on previous information about the preparation the teacher had before teaching a visually impaired student and what experiences she has lived and learned.

The questionnaire includes ten questions; it included one open question and the other nine were closed. It was divided in three sections: the first section asked for information about previous courses with visually impaired students and what the situation was in case of working with them.

The second section was about how the teacher considered her class in order to include every student as well as the kind of material she employed when teaching. In the third section, it asked for a personal opinion about how a teacher could achieve an inclusive English class.

A second instrument was an interview to the visually impaired student (see appendix 2) this instrument intended to obtain information about her visual condition, previous courses and a personal opinion about her insights in her English class.

The interview was the next instrument applied and it had 12 questions. The interview, in first instance, had the purpose to know information about the visual condition

of the learner. This was also helpful to the teacher in charge because it was a useful tool for the material design in her future sessions.

Questions about previous academic formation and problems faced were asked. Finally, a self-evaluation about her (the student) achievement in the English skills and a perspective of the things that may improve was also included.

Finally, a last instrument used was a classroom observation checklist (see appendix 3) which focused on the activities and integration of the visually impaired student and the teacher's monitoring.

The classroom observation format contained 12 statements that required notes about the behavior and methods the teacher in charge used. The scale of observations included not *observed* (1) *need improvement* (2) and *goal accomplished* (3).

3.6 Data collection

In first instance, an informal talk with the teacher and the visually impaired student was needed in order to create a nice environment and to obtain more information. The questionnaire for the teacher was administered the same day the student was interviewed. After that, the observation checklist was used in a posterior session.

3.7 Data analysis

In this study, a qualitative data analysis was required. Yin (2003) claims that “data analysis consists of examining, categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial propositions of a study” (p. 109)

Instruments are analyzed, and with the results, interpretations are proposed about material design to create an effective and inclusive English class.

3.8 Validity criteria

When doing research, validity is an important fact to take into account since this helps to trust in the study. Moreover, if the study does not show validity, it means it is not reliable as a consequence. To ensure the reliability in the study, the researcher repeated different procedures during the analysis of the data, for instance, triangulation, comparison and contrasting of information gathered in the three instruments.

Yin (2009) states that there are two types of validity; the first, internal validity consists in establishing a causal relationship with certain conditions, but this type of validity is not commonly used in descriptive studies. On the other hand, external validity needs to be established in the domain for generalization by using a theory. Yin (2009) also points out that the best way of ensuring the reliability of the study; is to do again different steps as if there is someone following behind you. In addition, to ensure the accuracy of the data, the researcher piloted the instruments with peers, with the main purpose of pre-testing the tools of data collection and assurance of research questions. The piloting helped the researcher to make improvements on data collection instruments and to have a summary of what was important in the study.

CHAPTER 4: FINDINGS

This chapter presents in a detailed way all the findings from the data collection during the research. As it was stated in previous chapters, this study focused on the exploration of a visually impaired student's inclusion in an English class at a public High School. For the purpose of the study three inquiry instruments were used: a questionnaire, an interview and a class observation checklist.

4.1 Interpretation of findings

In this research findings are analyzed from a qualitative perspective. Interpretations are proposed in a narrative discussion. According to Creswell (2012) a narrative discussion “is a written passage in a qualitative study in which authors summarize, in detail, the findings from their data analysis.” (p. 254) that is to say, all findings are explained through the interpretation of the results using a written narrative that takes into account not only the process of gathering data but also the qualitative interpretation of results. The next section deals with this process.

4.2 Data collection analysis

In order to obtain a deeper analysis of the phenomenon of the exploration of including a visually impaired student in an English class, this research used a questionnaire

for the teacher of the group, an interview for the visually impaired student; and a classroom observation; just as described in chapter three.

4.2.1 The questionnaire

At first, when applying the questionnaire to the teacher, she looked nervous since questions seemed complex to answer from her perspective. All her responses were clear and brief. In first instance, she said she had never worked with a visually impaired student. She also said that working for the first time with one is very complex since she did not know how to teach English to a person with those characteristics. She claimed she had not taken any course preparation for teaching English to a visually impaired student.

In the second place, the teacher mentioned that she did not consider her classes inclusive since she did not know how to include a visually impaired student in the whole classes. She stated it was difficult because the materials she used were usually power point presentations and her visually impaired student was not able to see. For this reason, she argued her student was only capable to do listening activities and that in fact, that was the only way a teacher could evaluate her (listening skill).

In the final part of the questionnaire, where personal opinion was required, the teacher considered that time was an important factor because all activities and planning were time consuming. She also argued that went hand-to-hand in being patient with the student. She claimed that the number of students in her classroom was one of the biggest problems of inclusion, since teachers cannot spend much time focusing on one student

because there are more students that need to learn too. The last question in the questionnaire was not answered; the teacher said she did not know what to say about it.

4.2.2 The interview

The interview was applied outside the classroom during the English class, the weather was cold but that did not affect the behavior at the time of answering.

First, the interviewer asked about the visual condition of the student in order to figure out the context and her background. The second question was about the causes of her blindness; in this case the participant said she was blind since birth.

From the third question and on academic information was asked. The student expressed that all her experiences learning English were difficult since most of teachers did not know how to teach to a visually impaired student and that one of the challenges she had faced during her previous courses was the insecurity because she felt afraid of committing mistakes during conversations in English (Speaking skill). Nevertheless, she considered her English knowledge *neither good nor bad*.

Moreover, questions from ten to twelve were focused on a private point of view about the skills she thought she had developed the most and the things she thought were necessary in a school in order to help a visually impaired student that may be important for achieving inclusion. She said that the skill she was better at was listening, meanwhile writing and speaking were the most important to improve.

Finally, the interviewer required her to order some ideas according to her point of view. She agreed without much thinking that for including a visually impaired student not only in an English class but also in the whole school system is primarily increasing awareness of all personnel. Then, it was important to have (or increase) Braille material since it is extremely needed for these students; creativity from the teacher at time of teaching was in third place and finally adaptation of infrastructure.

4.2.3 Classroom observation format

Its purpose was to observe the behavior the teacher had with the whole group and the behavior presented with the visually impaired student. Therefore, the classroom observation³ format was divided in *Scale (whole group)* and *Scale (visually impaired student)*. As a result, this helped to observe the differences among the participants.

The first statement referred to the feedback of the previous classes the teacher had. The next statement focused on teacher's responses to the problems emerged during the class when presenting the topic. In relation to the teacher's voice and intonation, her voice was loud and clear during the observation.

The fourth statement was about the humor employed during the class. It was observed that humor was not a very useful tool, at least during the observation period. The following statement was about teacher's encouraging students to participate. In this case, the teacher really seemed to encourage students to talk and to express their ideas. However,

³ Adapted from Cruz & Rendon (2011)

during this period of time she did not seem to monitor the progress of the student with visual issues.

Teacher kept students attention with the materials she used. She employed colorful and creative power point presentations and that was why students paid attention to the class. Examples given were also interesting. In contrast, teacher did not have a special activity for the visually impaired student; she was only sitting down and waiting for the class to end. One of the last statements in the observation checklist was “*teacher includes all students in the class*”, the answer was obvious: teacher did not include all students. The visually impaired student was not included.

4.3 Discussion of general findings

First of all, the visually impaired student was asked about her perceptions regarding the four skills. *Table 2* below shows which skill she considered herself with good achievement.

Skill	Listening	Speaking	Reading	Writing
Good level	X			

Table 2 Skills that the participant considered she was good at.

The student was asked to select more than one option; however, she only selected one from the four. She expressed willingly that she considered that listening was the only

manner she could understand a foreign language. She also claimed that was the only skill that English teachers had used to teach her during her courses, including the current course.

In the same way, she was requested to say which of the four skills she thought she needed to improve. *Table 3* below shows her answer.

Skill	Listening	Speaking	Reading	Writing
Need improvement		X		X

Table 3 Skill that the participant considered she needed to improve.

In this case again, the participant had the chance to select more than one option as well. As we can see two skills were selected. When talking with the participant, she argued that speaking is one of the most difficult skills and that was the one who she thought she had to improve the most. She also expressed that writing is another skill she needed to improve because she wanted to know how words in English were written. She also claimed that teacher did not use spelling when writing on the board, and that she thought that would help her. As a consequence, the student did not know how to write and she was also far from grammatical aspects.

One of the questions during the interview was about the factors the student would recommend for teachers to work on inclusion. As shown in *Table 4*, there were four factors that were mentioned. Later the student was asked to rank the factors by their level of importance. Participants' answers are illustrated below.

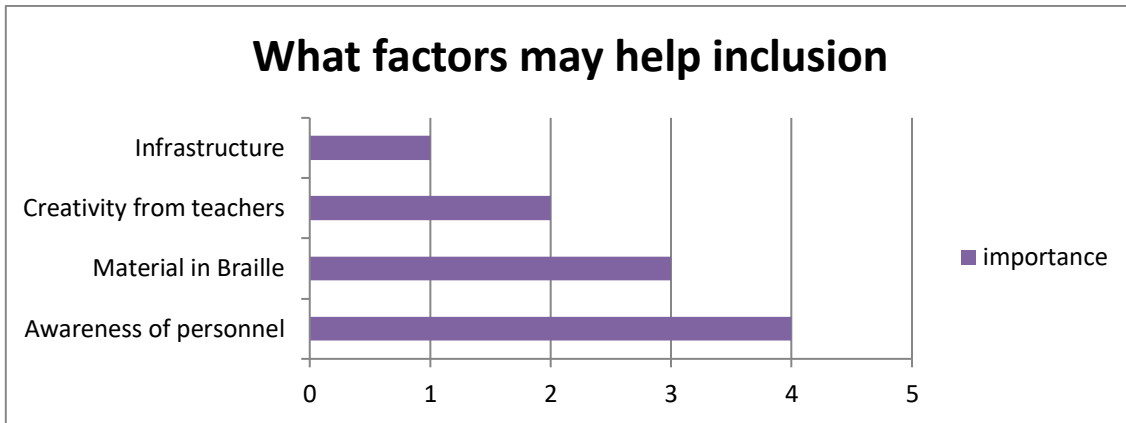


Table 4 Factors for achieving inclusion of a visually impaired student

As can be seen, an unexpected answer from the participant was awareness, she talked especially about teachers awareness but also people involved in a classroom, e.g. other students, administrative staff, etc. This answer suggests that treatment and behaviors are perceived from this student and communication and interaction are an important factor. The students also mentioned that sometimes language used at school may be offensive and that is the reason she suggests all the personnel must be aware of it. The participant expressed that it was a priority factor that could positively change and improve. Her perspective suggests that there was not adequate humanistic treatment.

In second place, the participant affirmed that material in Braille was needed because there was no material designed in this system and that situation complicated learning for her.

Creativity from teachers at teaching and adapting material for making classes inclusive was in third place. Although, material is an important factor as well, it seemed that awareness and creativity at adapting materials was more important in her view.

Finally, infrastructure was on the last place. The result may be caused because of the help she has been receiving from her friends. The school where they are is not big, it is a small school and every room is so near among them. Therefore, from that perspective it was not so difficult to move through the school. However, this answer may also suggest that even when educational policies basically focus on infrastructure to help visually impaired students; the real problem for these types of students may be the lack of awareness and mistreatment from others.

Findings about the teacher’s answers to the questionnaire show that even when she considered her own classes were not inclusive; she was doing everything for making them inclusive. The teacher was asked about the importance of the four skills when teaching the visually impaired student.

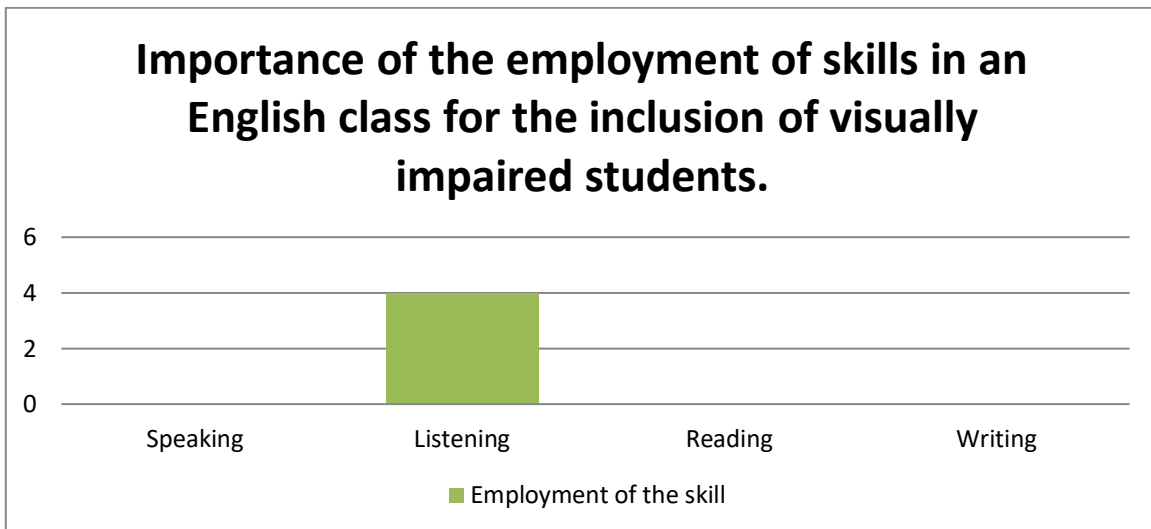


Table 1 Use of skills for the inclusion of a visually impaired student in an English class

As shown in *table 1*, the teacher also considered listening skill as the most useful skill for achieving inclusion of people with visual impairments in an English class. She was

asked to number from one to four the skill that she employed the most in an English class taking into account the inclusion of a visually impaired student, being number 4 the highest in the scale. However, she did not number all skill mentioned but only listening.

Findings from the class observation checklist were divided in three parts. The first part was designed to the teacher’s behavior with the whole group. The second part was about the teacher’s behavior toward the visually impaired student and finally a comparison between both findings. The classroom observation was designed to observe 12 activities from the teacher during one session. As observed in *table 5*, six activities were considered as accomplished during teaching. Those encompass feedback, solving problems surged during the class, voice intonation, encouragement of students, monitoring the progress of students, and the disposition to answer doubts.

On the other hand, five of the activities are ranked as needing improvement because they showed some weaknesses during the teaching process. Finally, the only behavior in the checklist that was not observed was showing favoritism among students.

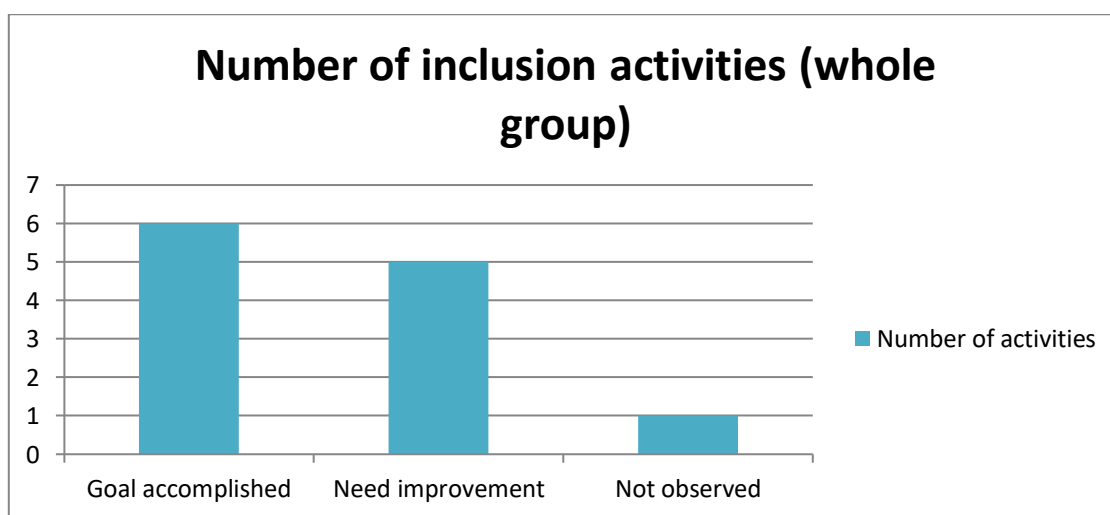


Table 5 Activities for inclusion inside the classroom with the group

The same activities were taken into account in order to observe the behavior the teacher had with the visually impaired student. *Table 6* below indicates that from the 12 activities observed during the class just two were accomplished; it included the feedback and the same voice intonation to give instructions and explain the subject. Teacher was observed to need improvement at times when using humor during teaching and at times keeping attention from the student.

Sometimes, the visually impaired student was observed trying to pay attention to the class when the teacher was explaining some vocabulary, but after a while the student just looked distracted.

Finally, there were eight not observed activities in this case. The teacher was not observed encouraging, responding doubts, monitoring the progress, answering questions, giving a different activity, presenting creative material, and including the visually impaired student during this class. The student was not included and she was not doing anything at some points. She seemed to be not part of the class.

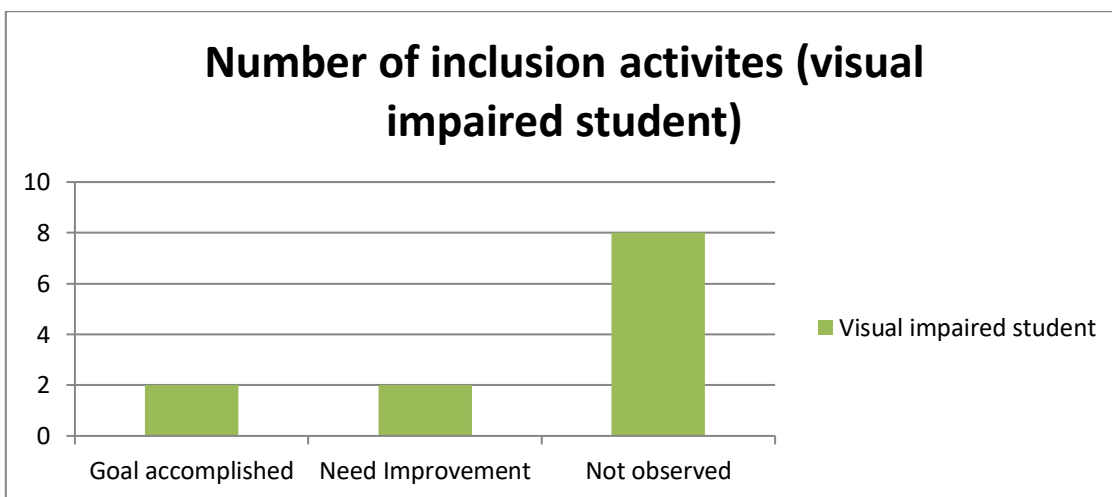


Table 6 Activities for inclusion inside the classroom with the visually impaired student

In *table 7* a comparison is shown between findings in the whole group and with visually impaired student. Looking to the comparison of inclusion during the class, the activities observed in the whole group show a positive finding. On the other hand, for the visually impaired student, findings show a negative aspect.

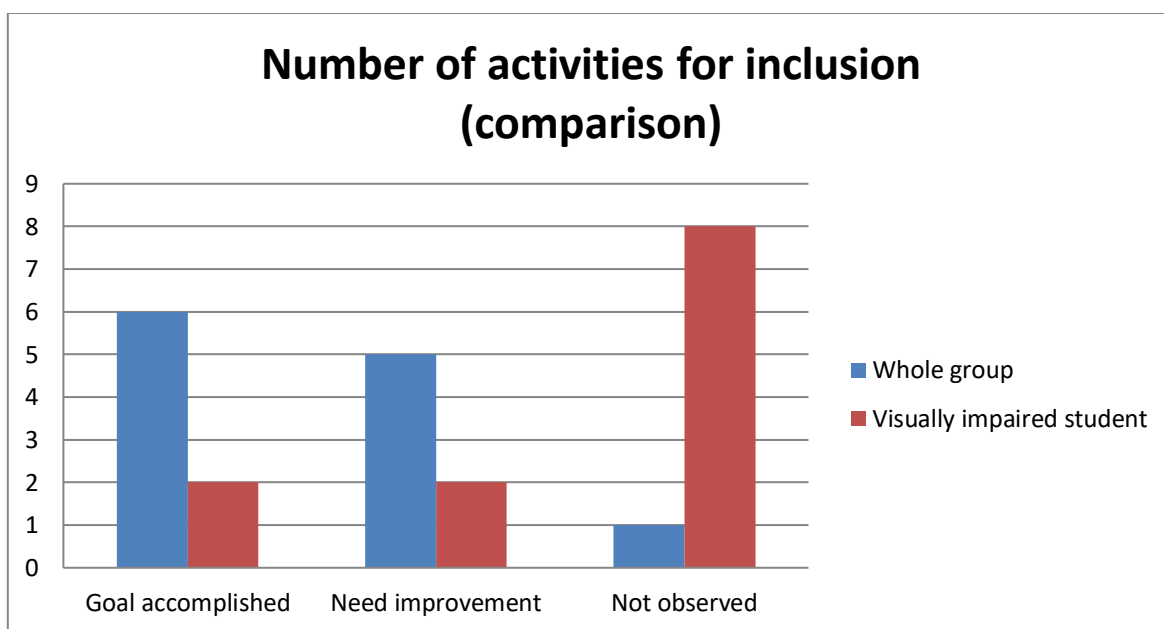


Table 7 Comparison of inclusion in the class observed

4.4 A proposal to work with a visually impaired student

In order to achieve inclusion of a visually impaired student in this English class, the author prepared three classes with the subjects described in the English program of this High School. The plan included creating activities to include every student and especially the visually impaired student. These lessons are described below.

The first class was about teaching natural disasters (see appendix 4). The vocabulary to review included volcanic eruption, tsunami, earthquake, lighting storm and blizzard. In the material mockups of a volcano for simulating the eruption was used and a city to simulate the earthquake and the blizzard. Some of the materials included in this lesson plan were bicarbonate and vinegar for exploding the volcano, cotton for the snow in the blizzard and audios of lightings, waves and alarms for the tsunami and the earthquake.

During the class, it was difficult to cover the needs of all students, thus, I selected a student, who was going to be in charge on working with the visually impaired student during the class. That seemed to work well, thus, for the following two classes two other student were selected. This strategy seemed to sensitize other students by working with a student with a visual impairment.

The following class was about teaching vocabulary of injuries and accidents (see appendix 5). The teacher simulated everybody were at a hospital, thus students played the role of doctors and nurses and some others played the role of patients.

The visually impaired student was included just like the others and she played the role of a doctor. Patients received a flashcard with the vocabulary of an illness or a health problem so when doctors asked them for symptoms they had the chance of guessing the problem and give them an appropriate solution.

The vocabulary to review was stomachache, migraine, flu, broken bones and a heart attack. For the last two, mockups were used to be touched by the visually impaired student. The teacher also made bones with gypsum, after that he proceeded to break into two all of

them. Then, the teacher put the pieces in a box and students made the bones fit into a body. Finally they wrote the prescription.

To explain the heart attack, I created a mockup of a human body in a box in order to simulate the patient in a hospital bed. I used play dough to cover the body. I also made two little hearts using screw tops and pictures. I collocated one heart inside the box, in that way students could simulate an incision and making a heart transplant. The visually impaired student could make the incision and with the help of another student made the transplant. Finally, all doctors wrote prescriptions including the visually impaired student with the help of the student in charge of the day.

For the third class, we saw present perfect (see appendix 6). In this class, grammar was needed so I started the class with the game hot potato. In this warm-up, I gives the instructions that the student who had the ball had to say the past participle of a verb. The visually impaired student was included in the game and as someone said a verb, the teacher wrote it on the board and spelled so the visually impaired student could write it on her notebook.

After that, I explained the topic and while doing so, wrote on the board by spelling every word. Then, students did the activity called “my trips around Mexico” that consisted in getting in pairs and asking to each other questions about the places the students had visited e.g. have you ever travelled to Guanajuato? No, I haven’t.

A material for this activity was a map of Mexico. The map was adapted for the visually impaired student. I printed a map of Mexico and then I marked with a pen all the

outline of the map from the back of the paper. The result was a map with marks in the front that could be touched by the student and identify the form of the country and all the states.

4.5 Findings of the proposal applied

After applying this proposed improvement it was observed that at the time of giving instructions, the student with a visual impairment understood mostly, especially with the help of a designated helper.

In general, most of students were helping each other, including the student designated to help the visually impaired girl. Some other students offered to help her too and collaborated in the activities.

Finally, in one of the activities, they needed to select one natural disaster from the presented before and then write some precautions in case of the natural disaster they picked. All students finished before the class ended and they looked well with the activities done. However, some selfishness and competition attitudes were observed and most students were not interested in inclusion but in winning the others.

During the following session (hospital simulation), students who were doctors compared their prescriptions to each other and found different treatments in each team. The behavior observed this session was different from the first class since they reacted so well with the material and with the activities. That time they had fun by working in teams. Classmates described to the visually impaired student the environment, the material and the vocabulary seen. They even were dictating her to write the prescriptions in her notebook.

For the last class all students reacted so well to the map and most of them were helping her to locate all the states of Mexico. I went where the visually impaired was and had the following dialogue:

Teacher: What are you touching?

Student: I'm Touching Veracruz

Teacher: Then, ask your partner

Student: You have visited Veracruz?

Teacher: Remember that in question we write first the auxiliary

Student: Oh, yes! Have you visited Veracruz?

Teacher: Perfect! Ask more questions

At the end of the class, I checked all answers and then expressed my gratitude to students for being part of the study and for practicing teaching English to a visually impaired student.

4.6 Conclusion

To conclude the chapter, it was observed that inclusion goes beyond a hard work with those students. There are a lot of factors that a teacher needs to take into account in order to create an inclusive English class. But certainly, the behavior of a teacher is a vital factor including a respectful and fair treatment to visually impaired students.

Furthermore, creativity at the time of designing materials seems to be central to the improvement of inclusion too.

CHAPTER 5: CONCLUSION

This final chapter presents the conclusions and implications after analyzing data. It also provides the answers of the three research questions presented at the beginning of the research.

The chapter is divided four parts: the first part gives the answers of the research questions. In the second part, it describes the implications of this study. Next, limitations of the study are presented and finally, suggestions for further research are proposed

5.1 Responses to research questions

As mentioned before in chapter one, this study aimed to respond three research questions:

1. What are a visually impaired student's perceptions toward learning English in a classroom?
2. How can a visually impaired student be actively included in an English class?
3. How effective are ad hoc activities in this particular context?

According to the first research question that was aimed to know the perceptions of a visually impaired student learning English in a classroom, in the interview administered, primordial background information was that this student was blind from birth.

Three central aspects about her perceptions toward learning English were.

1. Teachers' awareness and commitment to teaching were perceived as the most important factor this participant perceives to work on inclusion.
2. Creativity and adaptation of materials is the second factor perceived by the visually impaired student to be taken into account to improve inclusion.
3. Finally, working on infrastructure and facilities at schools is perceived to be also as a relevant factor.

It is important to mention that the two first factors can and may be worked out by us (English teachers). It means we can solve them, or at least work to improve. But the last factor may be solved only by administrative policies.

As for the second research question, as may be seen in the teacher's responses; activities designed ad hoc may result positive. The teacher also recommends working on listening and spelling in order to include the visually impaired student. She also argues that games for these cases are the best option to include all students and that listening exercises and games that include physical activity are practical and students enjoyed it. According to the teacher, these kinds of activities are useful and they increase awareness among students.

Finally, in order to answer the last research question, ad hoc materials seem to work in a positive form and improve inclusion. According to the observations during the brief action research, special material, the use of sounds and listening exercises, and a variety of manipulating material such as mockups previously described are helpful and effective. Dynamic activities seem to have better results if teamwork is promoted. When students work in teams with the visually impaired student, it is more likely to increase awareness and empathy among students.

5.2 Study contribution

This study is the result of a discussion about the need of preparation of English teachers when working with handicapped students. Many times English teachers face situations where we may not know what to do in order to teach English as a foreign language and as a consequence the result would be a completely non-inclusive English class. This study may be the beginning of many more studies to raise awareness about inclusion in this and other areas.

5.3 Limitations of the study

When doing this particular study, there were a lot of limitations. First, at the time of writing the literature review the main problem was to find studies about the same topic of this research. Finding appropriate and reliable information was difficult to find because not many authors talk about the inclusion of visually impaired students; this was because not many researchers are focused in this particular context.

Another limitation was looking for the participants. At the beginning of the study the author had contemplated a blind student from the Faculty of Languages at BUAP, but for non-specified reasons the author did not find her because she was part of an exchange program in China.

Looking for the participants was hard and exhausting. Unfortunately for the moment of asking for the permissions for the study and applying the instruments, the earthquake on September 19th, 2017 hit the populations and that caused the suspension of

classes in many places. For that reason, the research was postponed to be continued. After all, the study was concluded in time and findings could be analyzed.

5.4 Suggestions for further research

Teaching English to visually impaired students is a subject not extensively explored. There are not many resources that may help teachers who face this problem in their classrooms. Some suggestions for doing a deeper analysis of the subject are presented below.

Future authors may consider the option of finding more than one visually impaired participant in order to compare learning among the participants and to find out if the techniques, material and activities presented for each of them.

At time of planning activities, it may be needed the employment of activities for increasing awareness among students. In this sense an exploration of other subjects and other contexts may be suggested too.

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APPENDIXES

APPENDIXE 1

La realización de este cuestionario es únicamente con el fin de recopilar información relacionada con el desempeño e historial académico. El uso de los datos arrojados será utilizarlos con fines académicos y de investigación, con el propósito de contribuir al proceso de aprendizaje de una lengua extranjera en alumnos. Los datos proporcionados serán confidenciales.

CUESTIONARIO

Nombre: _____ Edad: _____

Años de experiencia: _____

1. ¿Alguna vez ha trabajado con personal que cuente con alguna discapacidad visual?
 - a) Si
 - b) No

2. Si la respuesta anterior fue *sí*, por favor describa como fue dicha experiencia y que enseñanzas le dejó:

3. ¿Cómo es el trabajar actualmente con un alumno con deficiencia visual?

4. ¿Toma o ha considerado tomar cursos especializados para saber cómo incluir a una persona visualmente discapacitada en una clase de inglés?

5. ¿Considera usted que su clase sea inclusiva?

6. ¿Qué material usa en sus clases para la inclusión de personas con discapacidad visual?

7. ¿Sus clases tienen alguna planeación especial para lograr la inclusión de la alumna con discapacidad visual?

8. ¿Qué se tiene que tomar en consideración para lograr una buena inclusión en una clase de inglés?

9. Enumera del 1 al 4 la habilidad que más emplea en la clase de inglés tomando en consideración la inclusión de personas con deficiencia visual, siendo el numero 4 el mayor en la escala.

Speaking	Listening	Reading	Writing

10. ¿Qué considera hacer para que las cuatro habilidades sean utilizadas con proporcionalidad?

APPENDIX 2

ENTREVISTA

Nombre: _____ Edad: _____

Ocupación: _____

1. ¿Cuál es tu condición visual?

2. ¿Tu condición visual es desde nacimiento o a causa de algún accidente?

3. ¿Tú formación académica ha sido dentro de instituciones públicas o privadas?

4. ¿Cuál ha sido el principal motivo por el cual te encuentras cursando el inglés como lengua extranjera?

- a) Razones académicas
- b) Razones personales
- c) Razones laborales
- d) Otro (Especifique

5. ¿Cuántos han sido los años en los que has estudiando inglés?

6. ¿A cuántas escuelas has asistido en las cuales se enseñe el inglés como lengua extranjera?

7. ¿Cómo han sido tus experiencias al aprender otro idioma?

8. ¿Cuáles son las principales problemáticas que has afrontado dentro de una clase de lengua extranjera?

9. ¿Cómo consideras tu desempeño académico en la clase de lengua extranjera?

- a) Excelente
- b) Bueno
- c) Ni bueno ni malo
- d) Malo
- e) Deficiente

10. ¿En cuál de las siguientes habilidades te consideras en general con un buen desempeño? (Se puede elegir más de una)

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

11. ¿En cuál de las siguientes habilidades consideras debes mejorar?

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

12. Ordena de forma descendente los factores que deben tomarse en cuenta para la inclusión de personas con discapacidad visual, siendo el primero el más importante de acuerdo a tu punto de vista.

	Material didáctico en Braille
	Infraestructura adaptada a tus necesidades
	Creatividad por parte del docente a la hora de impartir la clase
	Sensibilización de todo el personal facultativo

APPENDIX 3

CLASSROOM OBSERVATION FORMAT

Date:		Observer:	
Course:		School:	

INSTRUCTIONS: There I a list of behavior that may during the class or course. Use this list as a guide to making observations. Use the scale below to respond the statements.

3 Goal accomplished	2 Need improvement	1 Not observed
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Activity	Scale (Whole group)	Scale (Visually impaired student)	Observations
Teacher gives feedback of the previous lesson.			
Teacher responds to the problems surged during the class			
Teacher uses properly voice intonation.			
Teacher uses humor in his/her classes.			
Teacher encourages students to participate.			
Teacher keeps students attention.			
Teacher monitors student's progress.			
Teacher always answers student's questions.			
Teacher gives a different			

dynamic when students get bored.			
Teacher presents creative material.			
Teacher includes all students in the class.			
Teacher shows favoritism among students.			



APPENDIX 4
BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS



LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

NAME: José Uriel Mota Conde INSTITUTION: Prepa. Enrique Cabrera Barroso

LEVEL: pre-intermediate TOPIC: Natural disasters!

NUMBER OF STUDENTS: 25 LESSON NUMBER: 1

GRADE: 3.1.5 DATE: November 6th, 2017

OBJECTIVE: Students identify some natural disasters and they discuss about the precautions they need to follow in case of one.

Stage	Activity	Time	Material	Observations
Presentation	Warm-up Students talk about what they have heard of natural disasters. (i.e. I heard that an earthquake hit Oaxaca city four weeks ago)	5 min	Whiteboard Markers	
Practice	Mechanical Teacher presents some scenery with different natural disasters and students discuss about how powerful they could be.	20 min	Mockups of natural disasters Volcano City	

Production	Production Students create instructions about what to do in case of a natural disaster	25 min	Notebooks	
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APPENDIXE 5
BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS



LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

NAME: José Uriel Mota Conde INSTITUTION: Prepa. Enrique Cabrera Barroso

LEVEL: pre-intermediate TOPIC: Help me!

NUMBER OF STUDENTS: 25 LESSON NUMBER: 2

GRADE: 3.1.5 DATE: November 8th, 2017

OBJECTIVE: Students simulate they work in a hospital and they help some patients that arrive for receiving medical attention.

Stage	Activity	Time	Material	Observations
Presentation	Warm-up Teacher presents the organization of the fictional hospital (i.e. Student A is a patient with a broken arm and Student B is the doctor who attends him)	5 min	Whiteboard Markers	
Practice	Mechanical Student review vocabulary of hospital meanwhile they simulate working in the hospital (i.e. Doctor present	25 min	Medical material Audios for simulating a hospital Flashcards Mockup of a patient	

	the case and all of them analyze the situation)			
Production	Production Students make a prescription of their patients using more medical vocabulary	20 min	Notebooks	



APPENDIX 6
BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS



LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

NAME: José Uriel Mota Conde INSTITUTION: Prepa. Enrique Cabrera Barroso

LEVEL: pre-intermediate TOPIC: Have you ever visited this place?

NUMBER OF STUDENTS: 25 LESSON NUMBER: 3

GRADE: 3.1.5 DATE: November 13th, 2017

OBJECTIVE: Students express their experiences of trips around Mexico and compare with a partner in order to find places in common.

Stage	Activity	Time	Material	Observations
Presentation	Warm-up Students play hot potato and the student selected tells the past participle of the a verb	5 min	Whiteboard Markers	
Practice	Mechanical Teacher explains the present perfect. Students create some examples and discuss in group the answers	20 min	Whiteboard Markers	
Production	Production Students get in pairs and create questions about trips they have done and find places in	25 min	Map of Mexico Map of Mexico adapted to visually impaired student's needs.	

	common when they have been			
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