



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE
PUEBLA**

FACULTAD DE LENGUAS

**HOW TEACHERS FACE THE CHALLENGE OF
TEACHING STUDENTS WITH VISUAL IMPAIRMENT AT
THE LICENCIATURA EN LA ENSEÑANZA DEL
INGLÉS-BUAP**

**A THESIS SUBMITTED TO THE FACULTY OF
LANGUAGES FOR THE DEGREE OF**

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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at the Licenciatura en la Enseñanza del Inglés-BUAP.**

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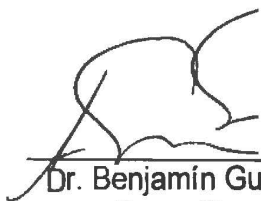
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Dedications

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Abstract

The struggle for inclusive and quality education based on the right of everyone to receive an education that promotes lifelong learning as it is at the top level. An education system is of quality when it gives attention to marginalized and vulnerable groups and seeks to develop its potential. Organizations such as ANUIES, UNESCO, among others, work to end all forms of discrimination, promote social cohesion and inclusive education through technical advice on public policies and the dissemination of good practices to institutions.

Inclusive education (IE) works towards the achievement of two fundamental objectives: the defense of equity and educational quality for all students, without exception, the fight against exclusion and segregation in teaching processes.

Inclusion is an approach to education based on the premise that all students should be accepted and valued for their unique abilities and included as integral members of the school. For this reason, new policies about including students with different capacities at the university level have been implemented since researches have shown that students with and without disabilities benefit both socially and academically from inclusion. However, authorities have forgotten that to make it works, it is necessary not only to focus on the buildings facilities but mainly on the people who will be in charge of their education and the ones who they will study with, it is meant, the teachers and classmates. This research is focused on the teachers working at a university level and the challenges they have to face teaching students with visual impairment. The investigation is quantitative and the method used is a case study.

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CHAPTER ONE: INTRODUCTION

1.1 Introduction to the problem

Before 2010, in México, education to people with disabilities like visual impairment was carried on in special institutions as the “*Instituto Nacional para la Educación de los Adultos*” (INEA) and “*Instituto Estatal de Educación para Adultos*” (IEEA) and other private schools where students were provided basic education, and there were no more for them. It is meant, no junior high school or higher education for them, especially if they were low-income students. After 2000, terms like diversity and inclusion appeared and organisms like the UNESCO, ANUIES, the SEP and the BUAP started paying attention to this type of students and saw the necessity to help them to continue their education (high school and higher education levels).

Inclusive education, according to UNESCO

“Is a process that involves the transformation of schools and other centers of learning to cater for all children – including boys and girls, students from ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, and those with disabilities and difficulties in learning and to provide learning opportunities for all youth and adults as well” (UNESCO, 2009, p. 4)

ANUIES (n. d.). Mentions that for decades disabled students were not taken into account or in an efficient way since there were no specific plans for their development. However, nowadays they have been working in order to include them to improve their quality of life and their social development, so in this program institutions of higher education were invited to participate. However, this implies

many actions like the adaptation and re-adaptation of their buildings, to establish new teaching-learning methods appropriated to the plans of studies. Besides, to promote a culture in all the community where all the students who require being accompanied, obtain the help from the rest of the students. Including disabled students. It is also needed that each college or faculty must have accessible classroom and specific equipment required for their learning. (p. 55)

Rojas (2011) says education must be for everybody, no matter if students have a physical or intellectual disability because the universities must educate so teachers and students must learn to conceive that not everyone has the same capabilities. In the BUAP, there have been some workshops to sensitize the teachers about how to include students with different characteristics. However, a few numbers of teachers take these courses or workshops.

At the *Licenciatura en la Enseñanza del Inglés* (LEI) of the Faculty of Languages, students are trained to become English or French teachers, and it has been noticed that there are some disabled students, especially some with visual impairment and that every day, they take classes with students who are not handicapped. Every day the teachers have to plan their classes. However, it is not known how these teachers integrate these visual impair students to the class or if they do not do it. That is why the following question arises: What do LEI teachers to face the challenge to integrate visual impair students with the rest of the class?

1.2 Research questions

This paper sets out to answer the following Request questions.

How does the faculty of languages analyze the problem to have students with disabilities?

What strategies do LEI teachers use to determine how to teach students with a visual disability?

1.3 General objective

Determine what strategies LEI teachers use in order to integrate visual impairment students with the rest of the class.

1.3.1 Specific Objective

To recognize how the faculty of languages faces the problem of inclusive education

To report what tools or strategies LEI teachers use to teach students with a visual disability to integrate them in the class.

1.4 Purpose of the study

This study will expose what strategies LEI teachers use in order to include students with visual impairment. The impact that this research will have is to be conscious of the necessity to think about our faculties as inclusive institutions since not only “normal students” are entering, but people with disabilities are, too. Moreover, show to our institution that the faculties require other facilities and train the teachers to know how they have to work with these students. It is also important for students because they need to learn how to work in inclusive schools.

1.5 Significance of the study

The teaching of English language as a foreign language into the Faculty of Languages is a great challenge that requires the active and constant training to teachers in order to fulfill with new knowledge about how to teach students with this kind of disability. It will be important that teachers learn to integrate disabled students so when they teach subjects related to teaching they can guide students about how to identify or work with visual impair students. This study will also have an impact on those new students or teachers that could teach to disabled students.

1.6 Methodology

The methodology used in this study has been quantitative, through a process that would systematize the experience and foster participatory processes of formation and reflection, with the expectation of being an instrument to improve vocational training and meeting the educational communities. In its development, there has been a predominance of quantitative approach which is the case study. Which focuses on a group of people or, where appropriate, an institution, since this approach allows the study of social phenomena is privileging the subjective aspects of human behavior and an exploration of the system of meanings of people, which is essential for the profession element.

Giving the possibility of create a questionnaire for quick and easy results with the purpose of knowing what strategies the teachers implement in their classrooms, applying this cross-trend instrument due to it was applied face to face or online depending on the teacher for a better comfort.

1.7 Key terms

Visual Impairment: “Visual impairment is defined as a functional limitation of the eye(s) or visual system and can manifest as reduced visual acuity or contrast sensitivity, visual field loss, photophobia, diplopia, visual distortion, visual perceptual difficulties, or any combination of the above”. (Fraser, K. 1997a, p.5)

Disability: The World Health Organization (WHO) defines disability as any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being”. (Fraser, K. 1997b, p.6)

Training: “is the process of learning the skills you need to do a particular job or activity: a training course, a teacher-training college” (Cambridge dictionary, 2016, para. 1)

Inclusive Education: UNESCO defines inclusive education “as a process intended to respond to student’s diversity by increasing their participation and reducing exclusion within and from education”. (Acedo, C. 2008, p.11)

CHAPTER TWO. LITERATURE REVIEW

Introduction

In this chapter, topics like inclusion, inclusive education, teaching-learning a foreign language as well as teaching to students with disabilities will be developed. Also how the SEP, UNESCO, ANUIES, BUAP classify and define inclusive education will be considered in this chapter. The role of the teacher and the students in the classroom, the difference between disability and handicap, signs, description and classification of visual impairment and how students with this kind of disability learn will be discussed, too.

2.1. Inclusive education

“Around hundred years ago, children with disabilities received little, if any, formal education. Between 1850 and 1950, special classes with people trained to care for individuals with disabilities began to develop as teachers noted differences among students. During these years, groups of parents of children with developmental disabilities started schools and programs.” (Torreno, S. 2012 para. 2-3)

Inclusive education means that all the students have to attend the schools in age-appropriate it does not matter if they have or not a disability, they can participate and learn together in the same classroom attending regular classes and are supported to learn, contribute participate in all the aspects of the life of the school. Students need to be educated together to create a positive academic, and social outcomes and students with disabilities can get involved.

For a long time, students with disabilities had to attend different schools or were educated in separate classes. People got used to the idea that a special education meant that children needed to be separated from ordinary schools and had to attend special schools. However, nowadays it is known that children can be educated together and need to be educated together to create a positive academic outcome but only if all the children are involved. Inclusive education is a child's right, not a privilege, where children with disabilities should be educated with non-disabled children their age to have access to the general education curriculum.

However, "Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present. It is about building friendships, membership and having opportunities just like everyone else". (PBSparents, 2016, para. 2-4)

Nowadays, organisms like the UNESCO, ANUIES, the SEP, between others are worried to make students with disabilities can be accepted to continue their education and not stop at the elementary level because there were not educational institutions, especially public, where handicapped students, especially the poor can take the rest of the levels (junior high school, high school and higher education).

2.1.1 Inclusive policies in higher education in Mexico

In 1945 the United Nations Educational, Scientific and Cultural Organization (UNESCO) was created and its principal objective was to contribute to the maintenance of peace and security in the world by promoting through education, science, culture and communication among others. In order to guarantee the universal respect for justice, human rights and fundamental freedoms that the Charter of the United Nations recognizes all people without distinction of race, sex, language or religion.

Since the nineties have increased actions to promote educational access for all social sectors without distinction of sex, race, language, religion, physical, health or social which have not been fully achieved, however, they have been seeking new ways to implement their postulates. (Del Rio, N. 2015a, p. 29)

Later in 1998, the world conference on higher education adopted the world declaration on higher education in the twenty-first century: vision and action, and the framework of priority action for the change and development of higher education, which has as primary objective that education is accessible to all, for which there can be no discrimination or no one should be excluded from higher education in any of its fields of study, degree levels and different types of establishments for reasons based on their race, gender, language, religion, age, economic or social differences or disabilities.

“In 2007, Mexico signed the Convention on the Rights of Persons with Disabilities and its Optional Protocol, that same year ratified its adhesion and finally entered

into force formally on May 3, 2008.” These instruments are intended to “ensure full enjoyment and in conditions of equality of all human rights by all persons with disabilities.” (Del Rio, N. 2015b, p. 31) To achieve these goals, it is essential to facilitate the learning of the “braille” system, sign language and alternative writing; and promote orientation and mobility skills.

When young students or adults wish to access to the higher education level, they are presented with several obstacles in the upper and higher education environment because most people with disabilities are denied the possibility of education and professional development since the teachers cannot teach people who have a disability.

Nowadays, educational inclusion has not been achieved at a basic level, which is why it is more difficult at a medium, upper and higher level, where very few people with disabilities can reach a university institution.

According to the laws and regulations in force, schools should give the opportunity of access to persons with disabilities as long as they are suitable to attend a certain grade level in the educational institution. However, most of the institutions where these people are incorporated cannot provide a space where these people can develop with the best possibilities. (Del Rio, N. 2015c, p. 34)

On the other hand, in the federal district today Mexico City, the “*Consejo Promotor para la Integración al Desarrollo de las Personas con Discapacidad*” (CPIDPD), was created since 1993 to support the national laws, which aims to propose specific actions of agreement, coordination, planning, and promotion of the

necessary works to guarantee conditions that may favor the integration of people with disabilities into the development of the Mexico City. (Del Rio, N. 2015d, p. 35). However, it is essential to encourage the adaptation of university plans and programs of study in order to have curricular subjects in all the degrees so that they are sensitized on persons with disabilities and the professional support that each one can provide. Another fundamental factor is that the university institutions adequate their buildings to receive people with disabilities, adapt their facilities, train their teachers, administrative processors and academic activities in general, in order to be accessible to everyone who counts with some disability, whether it is a physical disability, hearing, visual, among others.

Later in 1999, the *“Asociación Nacional de Universidades e Instituciones de Educación Superior”* (ANUIES) took the initiative to promote sustainable development among its members. This organism proposed to integrate it into the agendas of *“Instituciones de Educación Superior”* (IES) and in 2000 published the *“Plan de Acción para el Desarrollo Sustentable”* of the IES, in which defined a vision for 2020 and carried out research on the state of sustainable development in higher education. (Del Rio, N. 2015e, p. 36)

However, it stressed that in order to achieve these goals integrally, universities require three major projects. The first one consists of an extensive program to sensitize and train administrative staff, teachers, and students about the treatment to be offered and the needs that must be met to include people with disabilities in university life. The second one talks about a comprehensive accessibility plan that covers physical, information, administrative, communication and cultural

accessibility in the community. The third one is about a dissemination program that informs the general population that universities are accessible to all types of people, and specifically for those people who have a disability. (Del Rio, N. 2015f, p. 36)

2.1.2. The UNESCO

In June 1994 representatives of 92 governments and 25 international organizations met in Salamanca, Spain “from 7 to 10 June 1994 to further the objective of Education for all by considering the fundamental policy shifts required to promote the approach of inclusive education, enabling schools to serve all children, particularly those with special education need. Organized by the government of Spain in co-operation with UNESCO, senior education officials, administrators, policymakers and specialist, as well as representatives of the United Nations and the specialized agencies, other international governmental organizations, non-governmental organizations and donor agencies”. (UNESCO,1994, p. 3)

“The statement begins with a commitment to Education for All, recognizing the necessity and urgency of providing education for all children, young people, and adults ‘within the regular education system.’ “(CSIE, 2016a, para. 3)

It says that children that need special education must have access to regular schools. The regular schools with inclusive orientation are the most effective to combat discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all to provide an effective education to

the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. (CSIE, 2016b, para. 4)

According to UNESCO (2009a), “Inclusive education is the process of strengthening the capacity of the education system to reach all the learners and can thus be understood as a way to achieve to develop knowledge without having to separate students who have disabilities to the rest of the group”. (p. 8) This is to eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation, and ability.

“Inclusion is about putting the right education in action to respect their diverse needs, abilities eliminating all forms of discrimination in the learning environment, also inclusion requires adopting a holistic approach to education from early childhood to incorporate the learning concerns and excluded group to the four pillars of learning (learning to know, to do, to live together and to be)”. (UNESCO, 2015, para. 3)

As UNESCO (2009b) mentions “inclusive education is not a marginal issue but is central to the achievement of high-quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning”. (p.5)

2.1.3. The ANUIES

Inclusive education is considered as a process strengthening of the capacity of the education system to reach all learners and can understanding like a key strategy to achieve education for all students. The presence of students with visual impairment characteristics in the teaching of higher education in the Spanish context has been very scarce throughout the twentieth century but at the end of the 80s and 90s was a greater influx. However, it is considered that in the University of the Twenty-first Century had to take the challenge to make higher education increasingly supportive and democratic, human, technically more advanced and with better communication with the society which is intended to serve. One of the main objectives of an inclusive school is to guarantee the principles of equality and equity. For the ANUIES, (n.d) Equality means the same educational opportunities have to be offered to all students, and equity refers to having to respect the needs of each student and specific potential. These students must ensure that they have access to the curriculum and the achievement of the curriculum in optimal learning conditions. (Fernández, J. n.d, p.148). However, it is important to take many aspects into consideration before accepting students with different capacities since the university communities are not prepared yet to work with these types of students.

2.1.4. The SEP

For the *Secretaría de Educación Pública* (SEP) and in particular to *Programa de Fortalecimiento de la Educación Especial y de la Integración Educativa*. It is very important to hear first-hand the progress and challenges that have been built in recent years in the area of educational care for children and young people with specific needs that require greater educational support, associated with disabilities and outstanding skills. For that reason, since 2005, *El Consejo Nacional para Prevenir la Discriminación* (CONAPRED) and *Subsecretaría de Educación Básica* and through the *Programa de Fortalecimiento de la Educación Especial y de la Integración Educativa* have organized for seven consecutive years (since 2005) the contest “*Experiencias exitosas de Integración Educativa*”. The contest has as a principal objective to promote teachers, parent’s family actions to strengthen the integration of girls, children and young that presenting a disability, and spread in schools of basic education the right to non-discrimination and equal opportunity. The objective of this contest is to know the experiences that teachers, family parents have in their daily lives working with children with disabilities putting into play all their knowledge, experience and creativity to provide a relevant response to students with specific needs that require greater educational support. The objective is that families and teachers can inform, participate and at the same time can give the opportunity to favor educational attention, allowing schools of all education levels to be spaces of recognition and respect for differences in order to achieve a path of an inclusive society. (SEP,2011, p. 11)

2.1.5. The BUAP

The *Benemérita Universidad Autónoma de Puebla* is an autonomous public university that has achieved consolidation at the national level. It is also considered a leader among Higher Education Institutions of the country and has a solid international standing. Inclusion is relevant for the BUAP since it includes this concept in its mission “The University fosters research and the creation and dissemination of knowledge, it promotes social inclusion, equal opportunities and social outreach” (BUAP, 2019. p. 1). Inclusion does not deny the specificity and uniqueness of individuals and groups subject to the action, rather can simulate relations creative and committed. it also includes the person in full physical and mental, as well as its social interaction. Build community, respect, responsibility, and commitment to a just society, equitable and inclusive.

According to the INEGI (in BUAP 2016), in Mexico, 6 percent of the population lives with some type of disability. Of this segment, 27 percent are people who has difficulty to see and 12 percent with hearing problems. Of this total, those who have some kind of visual disability are the ones who most attend school. *Dirección de Acompañamiento Universitario* (DAU) (2018), says that the BUAP has the responsibility of training professionals who have a vision with a gender perspective and respect for diversity. In the inclusion to assess diversity, respecting the capabilities of each student and is considered that everyone is a valuable member that can develop different skills and play different functions to support the other. Thus no one is rejected, any student is rejected by highlighting what is of positive instead of tagged as for his or her disability. Thus, self-esteem, pride by awards,

mutual respect are values that are presented in each classroom, encouraging the sense of community. (Ibarra, J. 2002, p. 20)

However, despite the fact that the university has a responsibility with the society, its *Plan de Estudios* does not focus well on what inclusion implies neither with students with a different capacity, although are accepted to study in this university, authorities do not focus on seeing what this type of student needs neither to verify if the classrooms are in the best conditions to accept students with a disability or if the teachers have a Diploma or any training so they can know what to do in this cases.

It is relevant to mention that there are some attempts to find solutions to attend the needs of the students. One example is what some students from the BUAP did. They developed an interface that satisfies the needs of reading, visibility, and hearing in academic environments, for people with visual and hearing disabilities. It is a prototype that contributes to the communication and interaction, through digital systems, of persons with visual and auditory deficiencies, in order to serve as a tool during exams of admission to institutions of higher education, for applicants with these types of disabilities, and as a new form of teaching-learning and management of cognitive and physical abilities. (BUAP, 2016a, para.2)

This prototype allows to perform three actions:

a) to answer a multiple option exam by means of specific signs made by the users with their hands which will be identified by a Kinect, which is part of the prototype;

- b) Translate and adapt the content of a test (questions and answers) in audio or visual format (images, texts, etc.), to be presented according to the user profile;
- c) Moreover, registration of the applicant to develop the examination, by creating a profile that will indicate the type of disability and user needs. (BUAP, 2016b, para. 4)

Acocal and Galindo (2016) demonstrated the ability of this prototype as an assisted system for students, who despite having physical or cognitive problems, have the desire to study a degree to develop labor, achieve independence and ensure a better quality of life. However, it is not known if the BUAP would use it or not.

2.1.6 Universidad Complutense de Madrid (UCM)

In the theoretical framework, inclusive education is about covering with progressive approaches, analyzing different points where diversity refers to the educational needs of each one of the members of the educational community. According to UCM (2008a) "School integration allows students with disabilities to participate in learning together with the other students who have other possibilities, in the context of a common school." (p. 13) It refers to the way in which diversity must respond to school and that we have to change the system to respond to all students, instead of thinking that the handicapped ones have to adapt to the system. They must be integrated. The inclusion is oriented to identify and reduce barriers to learning and participation and strengthen resources to support all members of the educational community. (UCM, 2008b p. 14 para.12)

However, inclusion is presented as a human right, so it is an objective priority at all levels and that, also, is addressed to all students and all people. Heterogeneity is understood as normal and is based on a socio-community model in which the educational center and the school community are strongly involved, leading to the improvement of the educational quality as a whole and for all students. (UCM, 2008c p. 16)

Otherwise, to create inclusive contexts and develop inclusive practices in the schools, they should take into account certain aspects that may be useful for those professionals who work in centers interested in formulating inclusive strategies and methodologies fulfilling certain aspects as they are:

- a)** Start from previous practices and knowledge. The main object has to be aimed at making better use of capacity and creativity within the given context. It is necessary for the teacher to collaborate in the development of mechanisms to analyze their educational practices and promote a more dynamic interaction between the student and the teacher.
- b)** Evaluation of barriers to participation. By analyzing the different ways of working with the student, one can investigate if certain aspects of educational practices can be barriers to participation where the interaction between the student and the teacher should be strengthened, and the development processes should be designed to identify the barriers that some students may be experiencing and thus be able to solve them.

- c) Development of a language of practice. The traditional organization of the school, where the teacher does not have the opportunity to observe the educational practices of their peers, represents a barrier. This hinders the development of a common practice language that allows the teacher to share ideas, opinions, experiences, and reflections on their work methodologies. With the exchange of techniques, strategies, and methodologies of the teacher of an educational center, greater progress in the development of better educational practices for students. (UCM, 2008d, p.21-22).

Inclusive Education

According to Bui, Quirk, Almazan, & Valenti (2010) in Dale, L. (2017),

Inclusive education is when all students, regardless of any challenges they may have, are placed on age appropriate general education classes that are in their own neighborhood schools to receive high quality instruction, interventions, and supports that enable them to meet success in the core curriculum (p. 1)

Dale, L. (2017) says that the school and classroom operate on the promise that students with disabilities are as competent as students without disabilities. For this reason, students with disabilities should not receive their education in a restrictive environment.

Successful inclusive education happens primarily through accepting, understanding, and attending to students' differences and diversity, which can include their physical, cognitive, academic, social, and emotional. This not to say that students never need to spend time out of regular

education classes, because sometimes they do for a very particular purpose-for instance, for speech or occupational therapy (1)

Something very important that she remarks is that all students need to feel welcomed, appropriately challenged, and supported in their efforts. “it is also critically important the adults are supported, too. This includes the regular education teacher and the special education teacher as well as all other staff and faculty who are key stakeholders” (Dale, L. 2017. p. 1)

Types of inclusive education

Castanar (2016) describes two types of inclusion in education:

Partial inclusion: children with special needs are educated in the regular classrooms for most times of the day. For the rest of the day, they leave their regular classrooms to be with their special education teacher aided in a resource room to work on individual academic skills or behavioral goals.

Full inclusion: It is when the child needs to be isolated because of a skill he uniquely needs. It means that the disabled students get all the special services they need in the regular classroom and stay there all day.

Methods of inclusive education

Castanar (2016) defines two types of methods related to inclusive education:

Accommodation: it is employed when the student is anticipated to learn similar curricular content. It is carried out when there are little changes in the services or arrangements that do not alter the learning outcomes of the students, but the

student may be taught in a different way or may require some changes in the environment.

Modification: It applies to student with severe disabilities. it is implemented when there are changes in the curriculum to fit the student's ability. It is usually used when a student is expected to learn a different curricular content.

2.1.7 Characteristics of inclusive education in the institutions

Organisms	Teachers	Material	Buildings
UNESCO	Prepared teachers	Braille	Buildings to people with disabilities
ANUIES	Prepared teachers	Braille	Buildings to people with disabilities
SEP	Prepared teachers	Braille	Not mention
BUAP	Not mention	Not mention	Not mention
UCM	Prepared teachers	Braille	Buildings to people with disabilities

In this frame, we can see a comparison of five institutions where only four of them said that all the teachers of the institution should be prepared to impart classes to students with a disability, and they have to be prepared or have previously taken training. Also one of the principal material for blind students is the braille and every building of the institutions should have information in this language, especially for the ones who cannot see.

2.2 Disability vs handicapped

Disability refers to the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these that may be present from birth or can occur during a person's lifetime into their anatomical structure or function.

Handicap is any physical or mental defect, congenital or acquired, preventing or restricting a person from participating in normal life or limiting their capacity to work as a result when an individual with an impairment cannot fulfill a normal life role.

Based on these definitions, it should be understood that a handicap is not a characteristic of a person, rather this is a description of the relationship between the person and the environment. A person who is born blind, we say that he/she has impairment and is unable to read printed material, which is how most information is widely disseminated and this is a disability. If this person prevented from attending school or applying for a job because of this impairment and disability, this is a handicap. (WHO, 1980, para. 3)

2.3 Visual impairment

Visual impairment is referring to the loss of vision that is impossible corrected by medication, surgical operation or by the ordinary optical lenses, this limitation of sight can result in hereditary or acquired conditions. Visual impairment can cause some disability (ies) interfering with one's ability to function independently and can affect the activities of daily living. (Fraser, K. 1997a, p. 5)

Students with a visual impairment may need help with appropriate materials like Braille, large print, auditory or other formatted materials, computer and other technology to improve their learning. The computer, with appropriate adaptations like voice synthesis, enlarge the screen, refreshable Braille or Braille print out. This can become an integral part of the student's ability to perform academic requirement appropriately.

2.4 Description and classification of Visual impairment

As (Fraser, K. 1997b) said the World Health Organization (WHO) International Classification of impairment, Disabilities, and Handicaps (ICIDH) system is used to classify disorders (diseases), impairments, disabilities, and handicaps. (p. 6):

A **disease** is an illness or medical condition, irrespective of origin or source that represents or could represent a significant harm to humans.

Impairment is any loss or abnormality of an anatomical structure or a physiological or psychological function.

A **disability** is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

A **handicap** indicates a person's disadvantaged position in society, resulting from impairment and disabilities. (Fraser.1997c, p. 6)

2.5 Signs of a Visual Impairment

It is very important to diagnose visual impairment in children as soon as possible because some vision problems may occur at birth and it is more probable if the baby is born prematurely or if the family has a history of visual problems.

Common signs that a child can have visual impairment are:

- The child does not move both eyes together when following an object or a face.
- Pupils can be unequal in size or can be a different one and other
- Problems when there is no bright light present.
- Sitting too close to the TV or seeing thing too close to the face.

If some of these symptoms are present, parents will have to carry their children to make eyes professionally examined. Early detection and treatment are very important to the rehabilitation and development of the child. (NICHCY, 2012, p. 2)

If such signs continue over a period, the teacher has to refer the student for a vision screening. Some vision impairments are refractive errors. Refractive errors can include hyperopia, myopia, and astigmatism some of them can be remedied with corrective lenses but not at all.

a) Hyperopia

This kind of vision impairment is also known as farsightedness; this is a condition in which the distant vision could be better than near vision. The common signs that may indicate that the student is experiencing or has it include the following.

- Difficulty in concentrating and maintaining a clear focus on near objects, such as when is reading or writing in the classroom
- Fatigue and headaches after close work
- Irritability or nervousness after sustained concentration
- Difficulty in tracking from one line to other while is reading or tendency to read the same line over and over again
- Have difficulty to read

b) Myopia

This vision impairment is also known as nearsightedness where the condition in which the near vision is better than the distant vision. It is one of the common vision conditions that can affect 30% of the population.

The typical signs that indicate that the student is experiencing or has it are the following.

- Squints or frowns
- Holds books or other objects close to the face
- Gets headaches regularly
- Is not interested in activities that need distance vision.

c) Astigmatism

This vision impairment is very common and causes blurred vision to any distance and usually, occurs with hyperopia or myopia. The common signs can include the following.

- Distortions in portions of the visual field
- Blurring any directions of lines
- Eye Strain or fatigue
- Headaches

These are the most common vision impairments but exist another more where the teacher cannot have any idea what is happening with the student but is necessary that the teacher ask the students what happen with them and recommend to make a visual test. (Sesweb, n.d, p. 1-2)

2.6. How Students with visual impairment learn

“Students with visual impairments have a unique educational need which is most effectively met using a team approach of professionals, parents, and students”. (Taylor, J. 2000a, para. 4)

Students must have specialized services, books and material in appropriate media as braille and specialized equipment and technology to support their learning and to enable them to most effectively compete with their partners in school and ultimately in society.

There must be adequate personnel that has to have a preparation of his/her programs to provide specialized services and can help students needs and can

receive good learning. Providing equal access to all individual with this kind of disability involves much more than providing ramps or special hallways. This means that the students need more than these, students need an educational system where meets their individual needs because vision is fundamental to the learning process.

As the child grows, their absence or reduction of their vision limits understanding the world. Students with this kind of disability can and do succeed, but at different rates and often different sequences. For this reason, there must be significant intervention by an educational team to ensure that the appropriate development does occur.

Educational goals for students are essentially the same as those for all students. Where they can develop effective communication, social competence and personal independence where students must learn through alternate mediums using their other senses and require individualized instructions and often need specialized skills as well as specialized books, materials, and equipment for learning through alternate modes. (Taylor, J. 2000b, para. 19)

2.7 The Role of the institution

An inclusive school must guarantee all students' access to a culture common to provide them with training and basic training. Any group of students, even of the same age and of course the same stage, it maintains clear differences regarding its social, cultural, economic, racial, linguistic, sex, religion origin. Moreover, they are different in their physical, psychological conditions ... that have a direct

translation in the classroom in what refers to learning rhythms, to capacities, to forms of relationship, interests, expectations, and scales of values.

The school has to accept this diversity and propose an educational intervention in which an optimal development of all the students is possible. The development, as Vygotsky said, does not consist in the socialization of people but their individualization. We must start from personal situations to carry out an individualized educational process.” (Pastor, C. 2018a, p.3)

To be inclusive and able to provide an excellent education to students who are visually impaired or with some other disability, Institutions must design and develop a common, diverse and flexible curriculum whose foundations derived from the attention to the diversity of abilities, interests and learning rhythms.

The curriculum of the inclusive school must have flexible learning objectives. It must be planned and designed under an active and participatory methodology, in which the students' protagonist is patented and favored while promoting positive interdependence among the students in the class.

“The student must be provided support in the classroom by:

- The promotion of natural support networks such as friend's circles, cooperative learning and the spirit of cooperation and collaboration.
- The adaptation of the classroom. The support system, the usual application of extraordinary methodological measures and the curricular project are not only modified to help those who need it, but the others also benefit from this help.

- The training of the new function of the teacher is to train the members of the group so that they can help the colleagues who need it.
- The understanding of individual differences, performing activities that promote that understanding.
- Flexibility. We must encourage creativity and openness of the mind.”
(Pastor, C. 2018b, p.20)

2.8 Role of the teacher working with visual impairment students

A certified and adequately trained teacher can provide instruction in these areas of support, allowing students with this type of disability to succeed in a regular academic setting. The terms of low vision and visual deficit are equivalent since they belong to the term visual impairment because the difference between deficit, which refers to the affected organ and disability, has always been presented, which refers to the functionality. The degree of vision means to the visual acuity and visual field. By acuity is understood, the ability to identify fine details in isolated objects or symbols to a given distance.

2.8.1 Characteristics English teachers should have to teach to visual impairment students.

Being teacher has always been considered as one of the most important for the development of any society because, in the hands of the teachers, is the formation of new generations not only because they transmit knowledge or instruct the minds of students, but by the role of educator and trainer that they play.

They teacher must be the example of the student, the model of accuracy and fluency. (Páez, V. 2001, p.3).

Safety and Environment

“It is important to include the blind or low-vision student in the full spectrum of school life, including assemblies, field trips, work experience, and special events. A student with a visual impairment faces extra challenges when getting used to the physical environment of a school. Everything from attending gym class to visiting the washroom can present possible difficulties. Emergency procedures, such as fire drills, can also create a situation requiring special handling.” (British Columbia,2006/2007, p. 17)

Planning

An Individual Educational Plan (IEP) is developed on an annual basis by the student’s educational team, and this one is reviewed regularly.

Handouts and reading assignments: For those students who need their material Brailled, enlarged or taped, it may be important to furnish the vision resource teacher or Braillist with a copy several days in advance.

Texts and novels: Students with visual impairment may need books enlarged, taped or Brailled. They need to be ordering approximately one month in advance.

In the classroom

Talk while you teach: Consider talking through classroom activities, describing non-verbal messages and responses, introducing beginnings, transitions, closures to all activities, announcing assignments, and naming speakers.

Consider the use of “hands-on” material where possible, to provide opportunities for kinesthetic and tactile learning.

Individual explanation: when the class begins a task it may be useful to check with the student to ensure comprehension.

“Tell me what you see”: To check whether or not the student with Visual Impairment can see specific visual material it is advisable not to say “Can you see?” because the student can pretend to see or assume that they do.

2.9 Visual impairment Students into the university

Students with visual impairments should be moved around the classroom or other areas of the school just as their sighted peers do. Free movements are an essential part of success for students. Orientation and mobility training can help students accomplish this goal. This training promotes safe, efficient, graceful, and independent movement through any environment, indoor and outdoor. (Cox, P. & Dykes. 2001a, p. 69)

Orientation and mobility skills help people to know where they are about their surroundings and how they navigate within their environment.

Students placed in general education classes usually get support services from a vision specialist. General educators will find these colleagues in a valuable source of information and assistance that will help them capitalize on students' abilities. Also, general education teachers must work in collaboration with vision specialists where vision specialists should be a part of the team of professionals working to ensure that students are receiving the appropriate services. (Cox, P. & Dykes. 2001b, p. 69)

Students use the tactile and kinesthetic input to learn about their environments, and tactile and kinesthetic input can help and provide students with information about objects they come in contact with and use.

Any visual materials used in classrooms need to be adapted to be used by students with visual impairment. Charts, models, maps, and graphs will have

greater educational value for students that can be read using the sense of touch.
(Cox, P. & Dykes. 2001c, p. 69)

Most students with visual impairments have some usable vision. Their visual learning can be more efficient if they can enhance their skill to use assistive devices. Observe students determine if they have visual skills sufficient for locating and tracking visual materials.

Some vision specialist can offer assistance in developing students' visual skills and can help students use their vision in productive ways. According to their needs and preferences, students may use printed or Braille materials. The printed materials should be clear and be printed using an easily readable font.

Some simple strategies for using printed materials can help students with this kind of disability to learn visually out requiring huge adjustments to the classroom environment. (Cox, P. & Dykes. 2001d, p. 73)

2.9.1 How to face this kind of challenge

"The SEP stated in its 1997-98 report that teacher trainees would be required to take a course in special education. Teacher training institutions that prepare special education teachers to focus on vision, hearing, language and mental retardation. Currently, most schools focus on mental retardation and severe disabilities. Learning disabilities do not exist as a category on the special education list of classifications". (Faith, M. 2016, para. 11)

However, teachers received minimal to no training before the inclusion model came into use in the 1990s. Teachers are not prepared to receive students with this kind of disability. The only thing that teachers can do is that through education is expected to achieve the student with visual impairment or with low vision be able to work in the world in similarly to others students age and have the same opportunities to reach an adult life full across the board.

Therefore, it is difficult or impossible to learn pedagogical techniques that are used in ordinary schools. Hence, the special educational needs of those who have visually impaired are permanent, as always will require learning materials suitable to their characteristics, with activities as simple and important.

García, C. (2012) says that to achieve these achievements and to reverse social prejudices regarding persons with disabilities. It is necessary for educational establishments to have high-cost physical spaces, equipment, tools, and special didactic and technological materials. Likewise, it is convenient for the participation of education professionals and other disciplines, motivated to work with blind people, using different methodologies and educational techniques to develop effective learning and skills. (p.42)

2.9.2 Characteristics teacher must have to teach visual impairment

The teacher of students with visual impairment is the central figure of the educative team of the students. He or she is the professional that has the knowledge respect to the way in that the problems of the sight can affect their development and their learning as well as on the strategies and tools that can help to learn about the world as for how to perform in everyday activities and other scholar activities.

Their responsibilities to students may vary, according to their age and needs. The role of the teacher of students with this disability can include:

Teaching the specific skills that need to teach about visual impairment need to be taught. This kind of skills generally is adapted to make activities of daily life. The methods to participate in the scholar curriculum as braille, use a low vision device, work with parents and other members of the family of different ways as the domestic works that can facilitate the participation of the student in the classroom and the family life.

Also, the teacher can teach some concepts that student can learn about preparation of a lesson in particular where the teacher can use practice material to explain with clarity the concepts about a particular topic but at the same time is teaching to the rest of the group using the same lesson but with different techniques. (Family Connect, 2016, para. 12)

However, the teachers in their professional practice not only must master the contents they convey, but it is also necessary to facilitate learning and participation of all the students, giving opportunities to further development and educational

inclusion (Granada, P. Pomés & Sanhueza, 2013, para. 14). The experience of teachers in the process of teach-learning, in this case, the quantities of years that the teacher has of experience is not a guaranty of a favorable attitude to the educative inclusion. Only the experience can help to answer the needs of each student because each student has a different need. For this reason, the teacher needs to have the constant training to answer to the pedagogic challenge than affront in each classroom with students who have this kind of disability.

2.9.3 Strategies teachers use to teach a foreign language to visual impairment students.

Andrade, P. (n.d) mentions that it is essential for teachers to identify if there are students with this kind of disability in their classes and if they have a low vision or complete blindness to start to choose their lesson plan according to the needs that can present each student.

He also says that the teacher has to create a dialogue or a conversation using tridimensional materials or drawings embossed to present to the student with visual impairment, and the rest of the class have to present with words or pictures. Also, the teacher has to give instructions to the student in the mother tongue in activities that involving recognition of scenes, gestures or non-verbal language.

For Andrade, P. (n.d), in the teaching of the foreign language, some of the procedures required to be customized meanwhile that the comprehension of oral messages from distinct sources, do not present difficulties to the student with visual impairment, adapting to the characteristics of learning. A student can specify

any individual adaptation or complete information, especially with the use of the audiovisual material, like an oral description by the teacher or a partner, about the pictures of the screen, realize a written commentary about the video or the staging of concrete passages.

a) Reading

Students with a visual impairment may access information in a variety of ways, for example, Braille, audio, or enlarge print. Braille readers may take up three times as long as other students to read a text. Many blind students prefer material in an electronic format. Some students may want material reformatted into alternative formats. However, they need extra time, and the student must wait for the material to be produced for them.

b) Lectures

- It may take longer for students to write down lecture notes and of course, they may be unable to see PowerPoint slides or board work.
- The diagrams and new vocabulary can be problematic unless an oral description and an additional clarification are given.
- TV and video/DVD are generally less problematic, but students should be told when they are to be used.
- Some students prefer to have a note-taker and others prefer to take their notes onto a computer or other equipment.

c) Before to start the term

- Provide a reading list or course outlines well in advance to allow time for taping or brailing texts to be made.
- Ensure that student who is blind or partially sighted are notified of organizational changes in an appropriate way.
- Be aware that guide dogs (in case they have) must not be refused entry to buildings and classrooms. If a guide dog is used, it will be highly disciplined and required little space.

I will add that also teachers have to be told when they have students with these characteristics in their classes in order to be ready to work with him or her with appropriate material and also receive training to work with them.

These are just some examples of what strategies teachers can use in their classroom with students who have a disability. New Castle University (NCL) (2016) recommends to think about their mobility around the campus.

“Although a student may have difficulty identifying detail or reading print this will not always affect their mobility around campus. However, when the peripheral vision is affected, it can reduce the visual field making mobility difficult. Learning routes around campus, particularly at the start of the year, is a time-consuming task, which other students do not have.
“(NCL, 2016, p. 1)

2.9.4 Strategies used to teach in inclusive education

SEP

The SEP has developed some specific strategies and diversified strategies that have been promoted by the “*Dirección de Educación Especial*” (DEE) which offer a theoretical, methodological and operational support to respond to the school population to create educational environments where both students and teachers are on equal terms, communicate, express their ideas, thoughts, interests, and concerns. Torres, Hernández & Flores (2012)

To respond promptly to the basic learning needs of children, youth and adolescents with disabilities, implies a shared commitment between special education professionals and professionals of basic education schools, to generate the conditions and specify the most appropriate learning experiences that favor the development of life skills and promote full accessibility in four basic areas: mobility, communication and information, goods and services and attitudes towards disability. (p.19)

Likewise, the SEP offers specific strategies which recognize the particular needs of each student which involve the participation of teachers in training and training processes to consolidate their appropriate teaching profile for the teaching of all their students. (Torres, Hernández & Flores, 2012, p.19)

The DEE “*Dirección de Educación Especial*” has been put in place for the implementation of these specific strategies in their educational services and to

strengthen the educational attention of children, adolescents and young people who are blind or have low vision, which is strengthened by four lines of action:

- The Training of Special Education teachers on methodological strategies to eliminate and minimize the barriers to learning and participation faced by students with visual impairment (blind or with low vision) within the framework of the Care Model of CAM and USAER Special Education Services, MASEE 2011.
- The development of technical, pedagogical orientations for CAM and USAER teachers on didactic strategies oriented to curriculum access, that favor the teaching and learning processes of students with visual disabilities, for the development of life skills and the achievement of the graduation profile.
- The orientation to parents to foster the school and social inclusion of their children.
- The elaboration of methodological and didactic materials directed to teachers, students, parents and mothers of a family, that contribute to the scholastic inclusion of the students with a visual disability. (Torres, Hernández & Flores, 2012, p.30)

On the other hand, the training direction tells us that one of the resources to contribute to the strengthening of the teaching practice must include the knowledge of the Braille system, the use of Kramer abacus which facilitates the design of materials with specific characteristics for blindness and the low vision.

University of Murcia Spain

The University of Murcia said, (In Guerrero, C. 2012)

From a pedagogical perspective, some of the strategies and resources that are proposals are based on constructivist approaches and presuppositions that seek meaningful learning. It seeks to enhance lifelong learning and the autonomous work of the student through action and experimentation.

Under these principles, flexible evaluation and promotion criteria and procedures must be applied, accompanied by continuous support and advisory services oriented towards the overall nature of educational centers and institutions. It is necessary to work together on the methodological strategies of teaching-learning and evaluation, planning and programming and relationship/interaction strategies.” (p.4)

2.10 The Students

Having a loss of vision often requires students to do things in different ways and sometimes learning opportunities are fewer. Development of concepts and skills may take more time. Those areas which are particularly affected by students with loss of vision in life are:

- Concept development;
- Interpersonal communication skills;
- Life skills;
- Orientation and mobility skills; and,

-Academic development

Development of concepts is one of the basis for all learning. Spatial relationships, time, body awareness, and self-awareness are one of the few examples of fundamental concepts people need to make sense of their world and which may need to be specifically taught.

Promoting development of a positive self-image, appropriate dress, well-developed self-care skills, good interpersonal communication, knowledge of family life and appropriate behaviors, increased independence, and productive community living can all be tremendously beneficial in the healthy growth of students with visual impairments. (p.6)

As British Columbia (2006/2007b) said “Relationships are very important for students with vision loss and your classroom can be wonderful place for all levels of development and responsible maturity to flourish.”

2.10.1 Characteristics of visual impairment students

People with blindness or low vision are reduced in their chances of movement, a situation that limits for knowledge of the middle and does dependent others in certain situations, such as new spaces or any alterations in a place before known. (Andrade, P. (n.d) p. 4)

“The most common types of visual impairments are simple refractive errors. These include nearsightedness, farsightedness, and astigmatism. In nearsightedness images are focused in front of the retina, making far away images appear blurry. Farsightedness results from an image being focused behind the retina, which means the child will have trouble focusing on objects that are close up.

Astigmatism results from the curvature of the cornea, which keeps light rays from focusing properly in one area of the retina. This condition results in the inability to focus on objects far or near. Fortunately, refractive errors are correctable. Many children use glasses and enjoy clear vision. These students will not need special services unless the refractive error is not correctable for some reason “. (Gabbert, C. 2012, para.6)

To identify students who have trouble seeing perform poorly at school. Frequently, problems with learning are related to poor vision and not to a learning disability. A student might not read well or might use her finger to follow along when he/she is reading so that she/he does not lose his/her place. Some students also have trouble remembering what they read. “Students with vision problems can find it difficult to write as well or might have problems with math and other subjects. Schoolwork can be a challenge for a child who cannot keep a clear focus, deals with double vision or blurred print on pages. Unfortunately, not all vision problems are easily detectable. For students who have had vision problems from the start, their vision seems perfectly normal to them, so they do not usually complain.” (Keefer, A. 2017, para.6)

2.10.2 The role of the students in an inclusive class

The methodology in the inclusive classroom is a fundamental element of the curriculum. The use of diverse curricular strategies will allow the teacher to generate tasks and activities in which all the students have the possibility of participation, while at the same time it will promote the cohesion of the classroom group and the cooperative learning. This is supported with what Pastor, C. (2018) says

“The cooperative learning model is a strategy to incorporate students of different levels and abilities within the same classroom. This approach facilitates learning, not only in purely academic areas but also means that the student is trained in the collaboration with his peers in the execution of any project and in the taking of responsibility to peers and supervisors. Cooperative learning is a form of work that is framed within the different forms of the workgroup.” (p. 25)

It is a student-centered instructional approach, using small workgroups. Usually, 3 to 5 people intentionally selected and allowing students to work together to accomplish the tasks assigned by the teacher to optimize or Maximize their learning and that of the other members of the group.

2.10.3 Table 1. Methodologies and Strategies followed in an inclusive school

Methodologies	Strategies/Activities
Methodologies and learning cooperative techniques	<p>Peer-to-peer tutoring: Tutoring by students (tutor-student);</p> <p>Collaboration and support / mutual help strategies: Support groups between teachers, "two tutors"; Support communities or commissions, coexistence activities or peer mediation programs, Student Service Groups in the School, Friends Circles, The Homework Club, Guided Practices. Interactive problem-solving strategies. Learning strategies for projects or tasks. Learning communities, Community-based instruction. Approaches focused on the person plus the environment. Centers of Interest, Corners. Interactive groups / dialogical learning. Investigation groups. Intergenerational and peer learning, The didactic or pedagogical contract. Techniques such as Jigsaw, TGT (Teams Games Tournaments), Circles of learning, etc.</p>

Methodologies and learning collaborative techniques	<p>Support and collaborative work among teachers: Teaching / shared teaching, peer learning modalities or co-teaching of two teachers in the classroom. Reciprocal teaching among peers: Support commissions or mutual help between peers. Training activities in centers based on case studies or data from interviews. Dialogue: Dialogical literary circles, interviews, debates, group discussions, notes or reading in pairs. Writing: essays, collaborative writing, interactive diaries. Problem-solving: case studies, group investigations. Learning by discovery: based on problems, research projects, strategies specific to action research and their action-reflection cycles, etc.</p>
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Methodologies and experiential techniques or transformative	<p>Dramatization, social theater, theater for development, role plays, psychodrama, expression or bodywork as places where behavior is expressed. Dynamization techniques, active and participatory, critical and applicative: Active learning of citizenship, Games, Assessment Center, Facilitation, Debriefing, Outdoors Learning. Experiential learning, self-discovery, transformative, self-learning or autonomous, self-regulated learning. Inductive methodologies, the liberating pedagogy of Freire. Dynamics of group work and group / individual reflection processes, in silence, written reflection, through drawing and staging.</p>
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Learning evaluation techniques		Evaluation techniques: oral, written, observations, dialogues, team evaluation. Valuation through rubrics, valuation scales, checklists, and other qualitative instruments. Self-evaluation: Guidelines or self-assessment grids so that the students themselves can value what they know and do not know. Alternative evaluation Techniques-Authentic assessments (learning exhibits that meet over time to show evidence of progress, acquisition, and application). Evidence evaluation: qualification of evidence presented and collected.
collaborative	/	
cooperative	/	
experiential		

E.g. (Guerrero, C. 2012, p.5-7)

CHAPTER THREE: METHODOLOGY

Introduction

The purpose of this chapter is to present a detailed description of the type of research and the method used as well as the setting, the participants, the instruments and the methodological procedure utilized for the development of this research.

3.1 Method

This research was accomplished using a quantitative method because of a questionnaire. Thus, quantitative analysis was relatively easier and quicker by this means. Data were expressed as percentages and presented in tables or graphs.

3.1.1 Survey

Surveys represent one of the most common types of quantitative social science research. The advantage of using surveys is that they allow collecting, analyzing and using data from large or small populations to formulate tasks for more effective English teaching.

3.2 Setting

The research was carried out at the Faculty of Languages of *Benémerita Universidad Autónoma de Puebla* located in Puebla, Mexico.

3.3 Participants

The development of this project included teachers working at *“Licenciatura en la Enseñanza del Inglés”* who have imparted target language one and three since spring 2017 to spring 2018.

3.3.1 Teachers

Fifteen teachers, who taught English Target Languages one and three from 2017 and until spring 2018, were invited to answer the instrument. Only seven teachers from the fifteen ones answered the questionnaire: four answered it by hand and three online all of them with a master degree. Their ages were from

3.3.2 Age

The ages of the teachers who participated in the survey where: 1 from 31 to 35 years, 1 from 36 to 40 years, 2 from 41 to 45 years, 1 from 45 to 50 years and 2 from 50 or more years old.

3.4 Instrument

On instrument designed was a questionnaire in two versions: one printed and one online (Google forms) to obtain the data. The questionnaire contained nine close-ended questions, eight open questions, and seven multiple choice questions were specific forming twenty-one questions in total, thus more likely to communicate similar meanings.

3.4.1 Questionnaire

The questionnaire had 21 questions distributed in two sections. The first one was designed to obtain real information about a participant's profile in the first part. In the second part, it was intended to determine what they know about inclusive education and in that case, if they took training and how they can apply techniques.

To select the version, it was asked the teachers if they could answer the questionnaire by hand if they had time. If they did not have time, then they were asked if they had time to answer it online. If they accepted, then my thesis advisor sent the questionnaire to their e-mail.

3.5 Procedure

The research began with a statement of the purpose of the study which was what strategies LEI teachers use in order to include students with visual impairment into the Faculty of Languages of *Benemérita Universidad Autónoma de Puebla*. Afterward, the questions of the questionnaires were devised and the research questions which oriented the project.

After that, the instruments were validated by the thesis advisor and by another teacher expert on the topic before piloting it and making modifications. Subsequently, the questionnaires were applied by asking teachers to complete the questionnaire by hand or online.

CHAPTER FOUR: FINDINGS RESULTS

Introduction

This chapter shows the results and interpretation of the information gathered from the questionnaire applied to the teachers of the Faculty of Languages to find out how much they know about inclusive education and how they can face any problem who present a visual disability into their classroom. Dividing each section into general data, academic training, inclusive education, material and training.

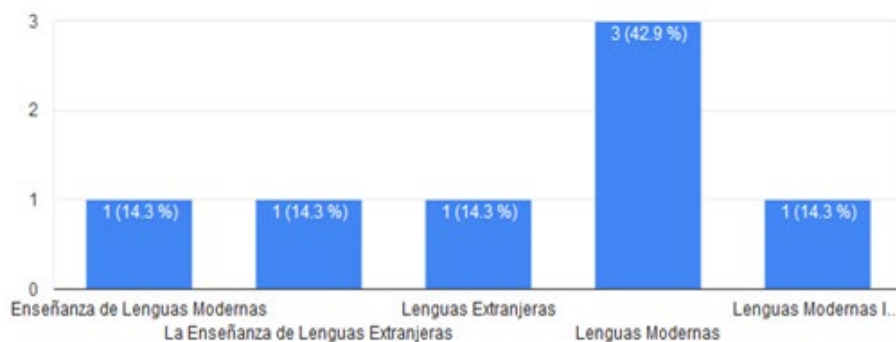
4.1 General data

Most of the teachers to whom the questionnaire was applied were women, where 85.1% is represented by women and 14.3% by men, most of them were between 41 and 45 years old and the other teachers who are over 50 years old, so we can deduce they are experienced teachers.

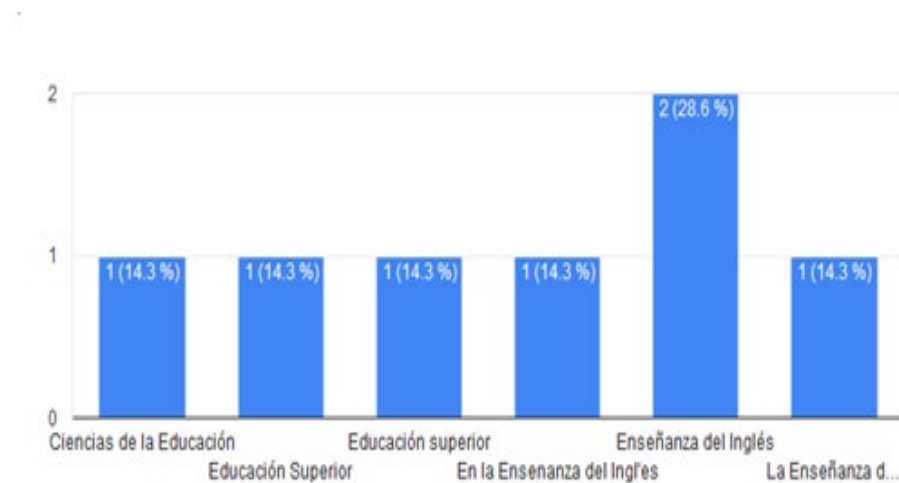
4.2 Academic training

Graph. 1 Major

(Graph 1) shows the 42.9 % are teachers that studied the major in Modern Languages, and the rest of them studied the major in foreign languages.



Graph. 2 Master degree



As we can see (Graph 2) some of the teachers specialized in a master degree, where most of them obtained a master's degree in teaching English and the rest of them in higher education and education sciences.

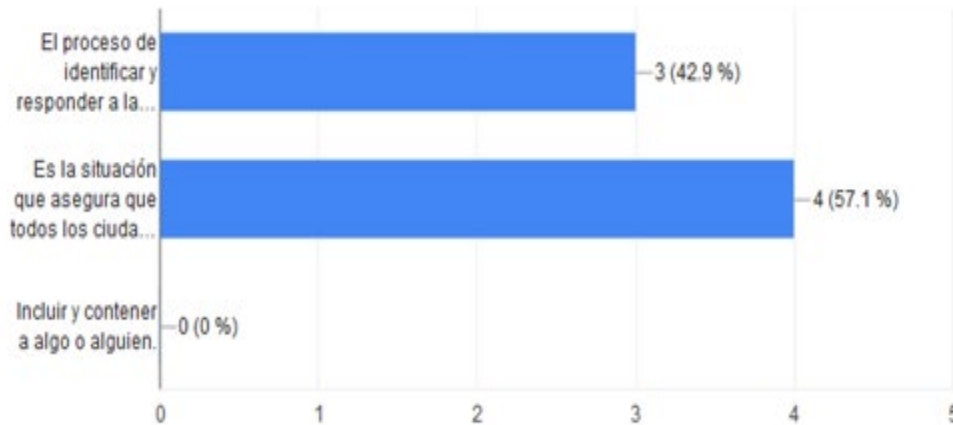
4.3 Inclusive education

Inclusive education means that all the students have to attend the schools in appropriate age, it does not matter if they have or not a disability, they can participate and learn together in the same classroom attending regular classes and are supported to learn, contribute, and participate in all the aspects of the life in the school. Students need to be educated together to create a positive academic, and social outcomes and students with disabilities can get involved.

UNESCO “defines inclusive education as a process intended to respond to student’s diversity by increasing their participation and reducing exclusion within and from education”. (Acedo, C. 2008, p.11)

Graph 3. What inclusion is?

In this question it is about to know if the teacher has a knowledge about what inclusion is, giving them three possible options:



Option one: El proceso de identificar y responder a la diversidad de las necesidades de todos los estudiantes a través de la mayor participación en el aprendizaje, las culturas y las comunidades, y reduciendo la exclusión en la educación.

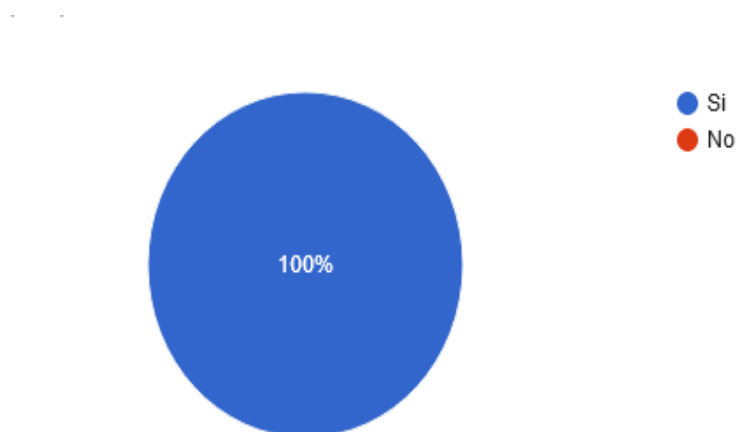
Option two: Es la situación que asegura que todos los ciudadanos sin excepción, puedan ejercer sus derechos, aprovechar sus habilidades y tomar ventaja de las oportunidades que encuentran en su medio.

Option three: Incluir y contener a algo o alguien.

As the (Graph 3) shows, all the teachers have knowledge about what means inclusion and how they can be identified.

Fig. 1 Is the BUAP an inclusive university?

The teachers were asked if they know if the institution where they work in this case the “*Benemérita Universidad Autónoma de Puebla*” is an inclusive university



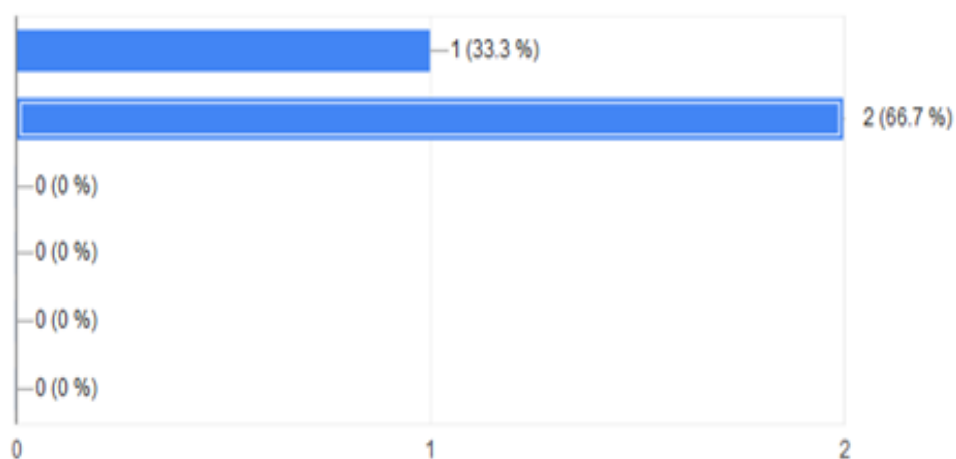
About the question related to if they thought the BUAP was an inclusive school, 100% responded that the BUAP is an inclusive institution, the subjects answered that it tries not to make a difference and Programs focus on any type of student. However, they believe that the needs of certain types of students, in this case, weak visual in LEI- are not being served within these programs.

Graph. 4

The teachers were asked if they had taken any course related to Inclusive schools, how to identify students with different abilities in the classes I teach, how to include students with different abilities in my classes, treatment that should be given to students with different abilities, the inclusion of blind and / or visually impaired students, Strategies to use with blind or visually impaired students.

6. Ha tomado algún curso relacionado a: (Elija tantas opciones como considere conveniente).

3 respuestas



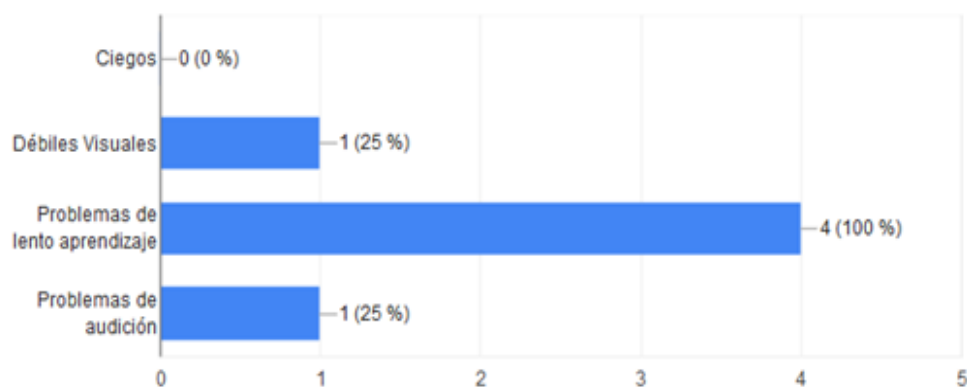
The results obtained show that 33.3% of teachers has taken a training course for inclusive schools and the other 66.7% on how to identify students with different disabilities within their classroom.

Graph. 5 Teaching students with any disability

Know if teachers have taught classes to students with any disability

7. ¿Ha impartido clases a alumnos con algunas de las siguientes capacidades diferentes? (Elija tantas opciones como considere necesario)

4 respuestas



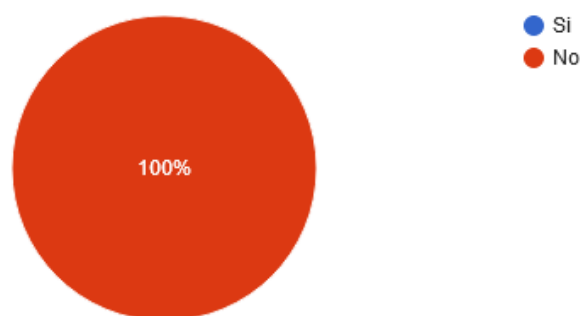
However, students with visual problems are not the only ones within the educational institution in which teachers face this great challenge of teaching a second language, as the following graph shows (Graph 5), some students have problems of slow learning as well as students who have hearing problems.

Fig. 2 Students with disabilities in every period

Know if the LEI/LEF coordination informs the teachers about if they will have students with a disability in their classes in each period.

8. ¿La Coordinación de LEI o LEF le informa que tendrá alumnos con capacidades diferentes en sus clases en cada periodo?

7 respuestas



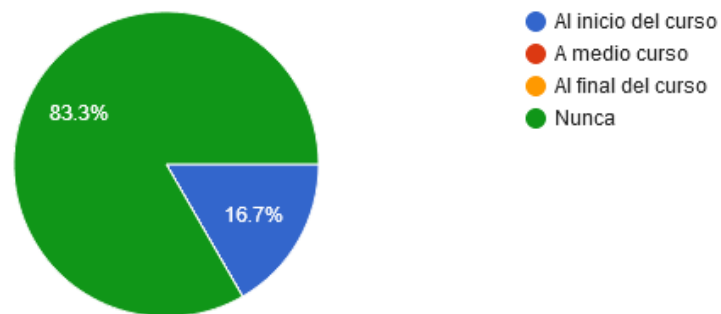
Although teachers are faced with students who have problems with those already mentioned in their classes, the coordination of the degree is not responsible for anticipating teachers who have one or more students who have a disability in each period (Fig. 2).

Fig. 3. Students with disabilities in the classroom

Know if the LEI/LEF coordination informs the teachers about if they will have students with a disability in their classes.

9. La Coordinación de LEF /LEI le informa que tendrá alumnos con capacidades diferentes en sus clases?

6 respuestas



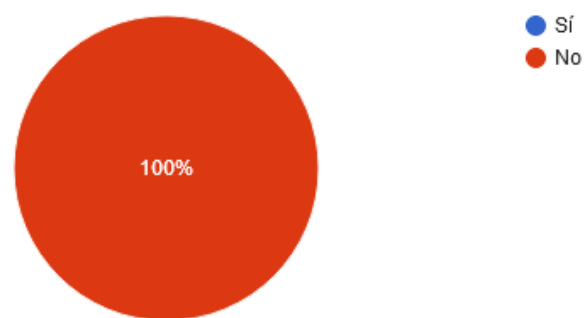
Only 16.7% of teachers said that they were notified that they would have students with any of these disabilities (Fig. 3).

Fig. 4. Do you ask your undergraduate coordinator if you will have visually impaired or blind students?

The objective of this question is to know if the teachers are looking for a way to know if in their classes there will be a student with visual or blind weakness.

10. ¿Usted pregunta a su Coordinadora de LEF / LEI si tendrá algún alumno con problemas visuales o ciego?

7 respuestas



On the other hand, it should also be the responsibility of the teacher to ask the coordination if he will have any student with different capacities in his / her groups. As can be seen, all the teachers who answered the questionnaire responded that they have never asked about this to their coordination (Fig. 4). I could be because they are not accustomed to have students with different disabilities in their groups.

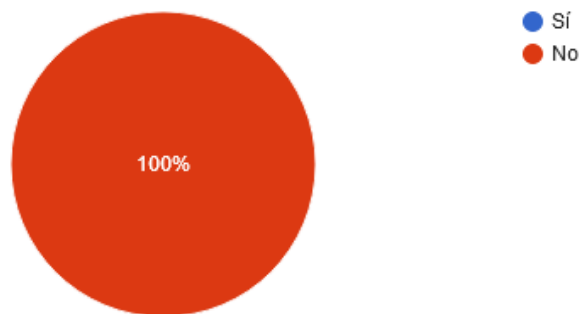
4.4 Material

Fig. 5 Material in the institution

Find out if the language faculty has the right material to attend the visually impaired or blind students enrolled in the LEF or LEI programs.

11. ¿La Facultad de Lenguas dispone con equipo adecuado para atender a alumnos ciegos o débiles visuales inscritos en los programas de LEF o LEI?

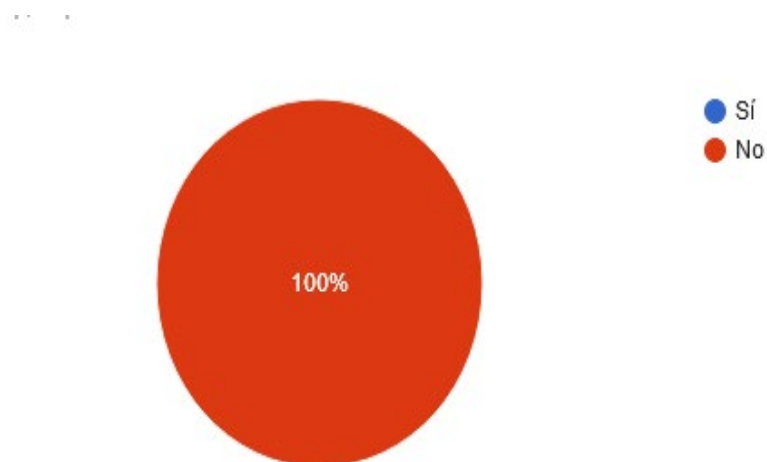
7 respuestas



The adequate material to be able to teach visual or blind weak students must be the braille and the institution should adopt it and line guides on the floor so that people with this disability can walk without any problem, just as we can see in the results in (Fig. 5) the faculty does not count with any material.

Fig. 6 Didactic materials for blind students

Does the Faculty of Languages have teaching materials for the teaching of a foreign language to students who are blind or visually impaired?



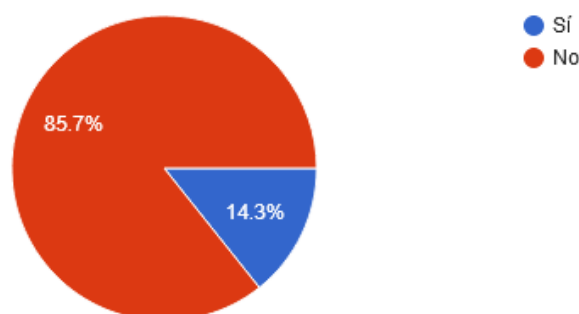
As can be seen, (Fig. 6) shows that the Faculty of Languages does not count with appropriate material to be use in case of having a student with different capacities. It is understandable because it is new that the BUAP is accepting students with different capacities.

Fig. 7 The role of the institution in inclusive education

Know if the educational institution provides information and guidance to favor the progressive inclusion of students with disabilities.

17. ¿La institución educativa brinda información y orientaciones para favorecer la inclusión progresiva de los estudiantes con discapacidad?

7 respuestas

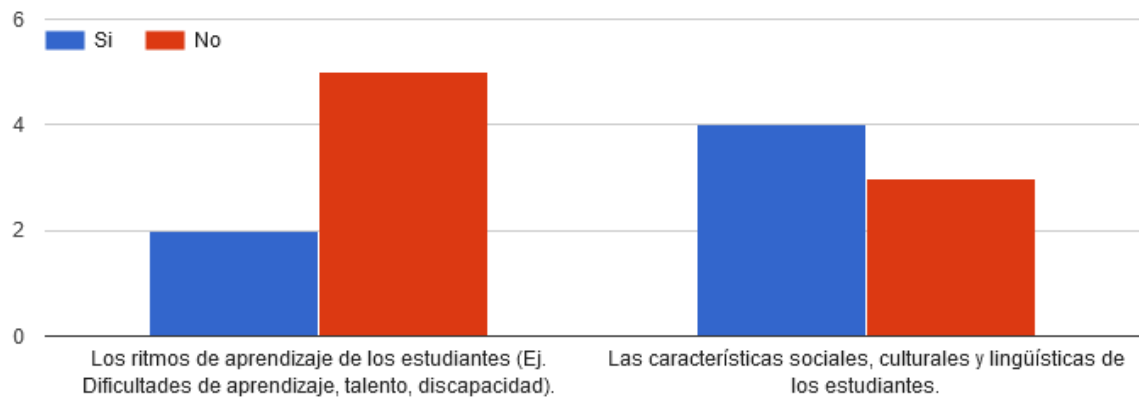


Providing information to the teachers about the students with disabilities that they will have in their groups and training them, is an obligation of the institution since in this way the student can be taught suitably. The pie shows that only 14.3% of the teachers mentioned that the coordinator of the program informed he or she will attend students with disabilities, and the other 85.7% mentioned that the coordination does not offer them the information nor the training (Fig. 7).

Graph. 6. Aspects taken into account in the *Plan de Estudios* of the LEI

To know if in the programs of the faculty study plan, the learning rhythms and the social, cultural and linguistic characteristics of the students are considered.

18. En los programas del Plan de Estudio de la Facultad se consideran:



The results show that most of the teachers mentioned that within the curriculum the students' learning rhythms are not considered, while the rest say that they are taken into account. On the other hand, the social, cultural and linguistic characteristics of the students are considered within the curriculum according to most of the teachers and the rest tells us that they are not (Graph 6).

Graph 7. Curricular programming functions

To know if the curricular programs provide orientations to make adaptations to support the learning of students with learning difficulties or weak visuals, develop tutoring sessions to support the learning of students with learning difficulties or weak visuals, work collaboratively with other teachers or staff of the educational institution to support the learning of students with learning difficulties or visual impairments.

19. Las programaciones curriculares brindan orientaciones para:



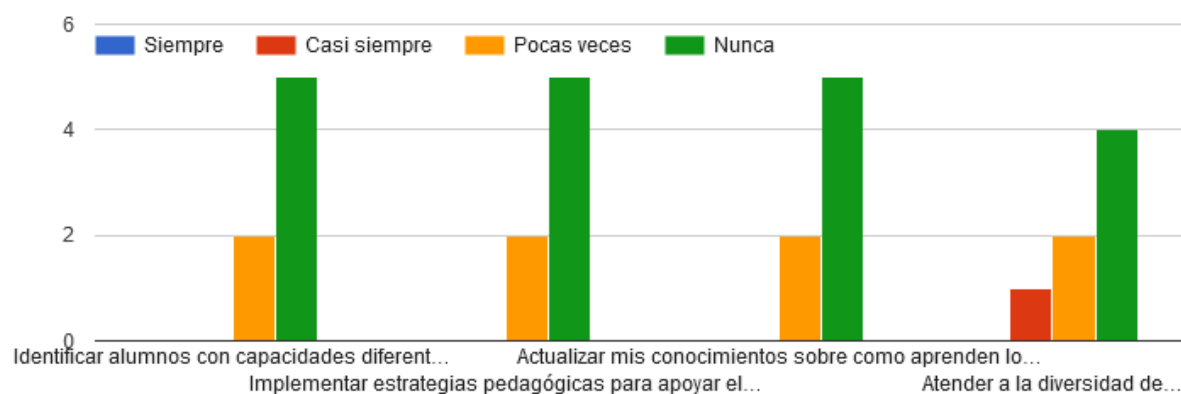
As can be seen (Graph 7), the curricular programs do not provide guidance in any of the situations such as: making adaptations to support the learning of students with learning difficulties or weak visuals. Developing tutoring sessions to support the learning of students with learning difficulties or weak visuals, and working collaboratively with other teachers or staff of the educational institution to support the learning of students with learning difficulties or visual impairment.

4.5 Training

Training “is the process of learning the skills you need to do a particular job or activity: a training course, a teacher-training college” (Cambridge dictionary, 2016, para. 1)

Graph. 8. Teachers’ training.

Know if the educational institution offers teachers training, supervision, workshops or other mechanisms based on inclusive education.



The training of teachers to work with students who have a disability is one of the forms that the educational institution must offer since it accepts and does not discriminate against any student who tries to enter, whether or not it has a disability: As can be seen in the (Graph 8). Most teachers mention that the institution has never offered training or workshops to identify students with different abilities / visual or blind problems, implemented pedagogical strategies to support the learning of students with different abilities / visual or blind problems, neither update their knowledge about how students with different abilities learn in inclusive classes. Attend to the diversity of students and their educational needs, such as learning styles and rhythms, learning problems, bilingualism, talent, disability, etc. On the other hand, very few mentioned that the institution has rarely or almost always provided them.

Graph. 9. Strategies used frequency

Know if in the learning sessions different strategies and / or teaching-learning activities are used according to the needs of the students.

21. En las sesiones de aprendizaje.



As can be seen (Graph 9), the same number of teachers said that always, almost always or rarely, different strategies and teaching-learning activities are used according to the needs of the students and only one teacher said that they are never used.

CHAPTER FIVE: CONCLUSIONS

5.1 Research context

In this chapter the question research as well as the general results will be mentioned about how teachers face the challenge of teaching students with visual impairment at the *Licenciatura en la Enseñanza del Inglés of Benemérita Universidad Autónoma de Puebla*.

5.2 Conclusions

Although teachers know what inclusive education is, they are not aware of what they have to do regarding activities within the classroom and how to teach students with a disability. At the same time the institution does not offer training, nor does it provide information to the teacher about the number of students with disabilities that there will be in each period.

In spite of the fact that the same institution, does not say if it is an inclusive university, it demonstrates, through the non-exclusion of students who present a disability and include them in the curriculum without any decree, that is inclusive since every student must have the right to education, as long as it is proven through tests, in this case, the admission exams.

5.3 Answers to the Research Questions

How does the faculty of languages analyze the problem to have students with disabilities?

No teacher could mention what strategies they use to face this challenge of teaching students with this disability and much less mentioned how they manage to teach them and the use of materials that they implement or elaborate for them.

What strategies do LEI teachers use to determine how to teach students with visual disability?

The main tool strategy that teachers should use is Braille; however, as demonstrated, no teacher neither students are trained to know how to use these tools in teaching students with visual impairments or to be able to detect them in the classroom.

5.4 Implications

Although, the results show that teachers know about what inclusive education is and the material they have to use to teach students with visual impairment. However, they do not have previews training to be able to accept a student in their classroom and be able to teach a foreign language, in this case into the major of English Language Teaching that the “Faculty of Languages” of *“Benemérita Universidad Autónoma de Puebla”* offers.

On the other hand, students do not feel confident themselves and with the teacher, doing their learning of a new language a big goal, in this case, English, where students with this kind of disability have Spanish as a mother tongue and acquiring

it was a great task for them. Then with the learning of a new one without the material and teacher previously training, could be difficult for them to identify certain words that English has their grammar and how to identify which words are the correct at the time to pronounce it.

This kind of disability is not a new one; this has much time that people can born with or can happen during an accident but as it can be remembered, there were trained teachers who worked in especial schools so the rest of the teachers did not see the necessity to train or learn about how to teach to students with different capacities. However, nowadays, with the topic of inclusion in regular schools, it has become important that teachers learn about these topics.

Talking about the future teachers it is important to include these topics in the curricula in order to make students aware that they could have students with these characteristics so they can have the strategies and tools to apply when they face a situation like this.

5.5 Limitations

The information was compiled by means of quantitative approach based on a list of teachers who taught target language 1 and 3, where students with visual disabilities are more notorious for being the first subjects of the degree, which were found 15 teachers who taught this subject and of which only 7 wanted to answer a questionnaire of 21 questions delivered physically and online.

5.6 Directions for further research

Qualitative methods could be used in any further research is to be developed. For instance, interviews and observations would be advisable methods.

On the other hand, in order to obtain more accurate results, we extend the research to both LEI / LEF coordination in order to obtain a more precise list of teachers who teach or have given classes to students with disabilities.

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Appendix

Benemérita Universidad Autónoma de Puebla.

Facultad de Lenguas. Licenciatura en la Enseñanza del Inglés.

Estimado Docente, con el presente instrumento se busca obtener información relacionada a conocer las estrategias que los docentes usan para llevar a cabo el proceso de inclusión en la Facultad de lenguas de la BUAP misma que será de gran importancia para mi tesis de investigación para obtener el grado de Licenciado en la Enseñanza del inglés por lo que le pido por favor lea cuidadosamente cada pregunta y conteste apropiadamente.

A. Datos generales.

1. Género: M F
2. Edad: (Encierre la opción que le corresponda)
31-35 36-40 41-45 45-50 +50

B. Formación académica.

3. Preparación académica
Licenciatura en: _____
Maestría en: _____
Doctorado en: _____
Otro: _____

C. Preguntas de investigación.

4. ¿Qué es la inclusión? (Elija la opción que mejor se adecue a su propia definición)

(a) El proceso de identificar y responder a la diversidad de las necesidades de todos los estudiantes a través de la mayor participación en el aprendizaje, las culturas y las comunidades, y reduciendo la exclusión en la educación.

(b) Es la situación que asegura que todos los ciudadanos sin excepción, puedan ejercer sus derechos, aprovechar sus habilidades y tomar ventaja de las oportunidades que encuentran en su medio.

(c) Incluir y contener a algo o alguien.

(d) Otra ¿Cuál?

5. ¿Es la BUAP una institución inclusiva? Si. _____ No. _____
¿Por qué? _____

6. Ha tomado algún curso relacionado a: (Elija tantas opciones como considere conveniente).

- a) Escuelas inclusivas.
- b) Cómo identificar alumnos con capacidades diferentes en las clases que imparto.
- c) Cómo incluir alumnos con capacidades diferentes en mis clases
- d) Trato que se les debe dar a alumnos con capacidades diferentes.
- e) La inclusión de alumnos ciegos y/o débiles visuales.
- f) Estrategias a utilizar con alumnos ciegos o débiles visuales
- g) Otro (anote el tema) _____

7. ¿Ha impartido clases a alumnos con algunas de las siguientes capacidades diferentes? (Encierre tantas opciones como considere necesario)

- a) Ciegos
- b) Débiles Visuales
- c) Problemas de lento aprendizaje
- d) Problemas de audición

8. ¿La Coordinación de LEI o LEF le informa que tendrá alumnos con capacidades diferentes en sus clases en cada periodo?

Si. _____ NO. _____

Si la respuesta es afirmativa, responda la siguiente pregunta, si fue negativa pase a la pregunta 11b

9. La Coordinación de LEF /LEI le informa que tendrá alumnos con capacidades diferentes en sus clases?

- a) Al inicio del curso
- b) A medio curso
- c) Al final del curso
- d) Nunca

10. ¿Usted pregunta a su Coordinadora de LEF / LEI si tendrá algún alumno con problemas visuales o ciego? Si. _____ No. _____

11. ¿La Facultad de Lenguas dispone con equipo adecuado para atender a alumnos ciegos o débiles visuales inscritos en los programas de LEF o LEI? Si. _____ No. _____

11.a. Si la respuesta es afirmativa, mencione tres.

11.b. si la respuesta fue negativa: ¿Con que tipo de materiales considera usted que debe contar la Facultad de Lenguas para poder enseñar la Lengua Meta a alumnos ciegos o débiles visuales? Mencione 3.

12. ¿La Facultad de Lenguas cuenta con materiales didácticos para la enseñanza de una lengua extranjera a alumnos ciegos o con problemas visuales?

Si. _____ No. _____

¿Qué estrategias utiliza usted para identificar alumnos débiles visuales dentro de sus clases?

13. Mencione 3 estrategias que utiliza o ha utilizado para apoyar en el aprendizaje de la Lengua Meta a los alumnos ciegos o débiles visuales dentro del salón de clase.

14. ¿Qué estrategias ha utilizado para incluir a los alumnos ciegos o débiles visuales con el resto de la clase?

15. Anote 3 características con los que debe contar las instalaciones de su Facultad de Lenguas para albergar a alumnos débiles visuales o ciegos

16. ¿Con qué equipo debe contar el programa educativo que acepta alumnos ciegos o débiles visuales? Mencione 3 por favor

17. ¿La institución educativa brinda información y orientaciones para favorecer la inclusión progresiva de los estudiantes con discapacidad?

Si	No
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¿Cuáles?

18. En los programas del Plan de Estudio de la Facultad se consideran:

a) Los ritmos de aprendizaje de los estudiantes (Ej. Dificultades de aprendizaje, talento, discapacidad).

Si	No
----	----

b) Las características sociales, culturales y lingüísticas de los estudiantes.

Si	No
----	----

19. Las programaciones curriculares brindan orientaciones para:

a) Realizar adaptaciones para apoyar el aprendizaje de estudiantes con dificultades de aprendizaje o débiles visuales.

Si	No
----	----

b) Desarrollar sesiones de tutoría para apoyar el aprendizaje de estudiantes con dificultades de aprendizaje o débiles visuales.

Si	No
----	----

c) Trabajar de manera colaborativa con otros docentes o personal de la institución educativa para apoyar el aprendizaje de estudiantes con dificultades de aprendizaje o débiles visuales.

Si	No
----	----

20. La institución educativa ofrece a los docentes acompañamiento, capacitación, supervisión, talleres, u otros mecanismos que sirven para: (Tache una opción)

a) Identificar alumnos con capacidades diferentes/ problemas visuales o ciegos.

Siempre	Casi siempre	Pocas veces	Nunca
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b) Implementar estrategias pedagógicas para apoyar el aprendizaje de los estudiantes con capacidades diferentes/ problemas visuales o ciegos.

Siempre	Casi siempre	Pocas veces	Nunca
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c) Actualizar mis conocimientos sobre cómo aprenden los estudiantes con capacidades diferentes en clases inclusivas.

Siempre	Casi siempre	Pocas veces	Nunca
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d) Atender a la diversidad de estudiantes y sus necesidades educativas, tales como: estilos y ritmos de aprendizaje, problemas de aprendizaje, bilingüismo, talento, discapacidad, etc.

Siempre	Casi siempre	Pocas veces	Nunca
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21. En las sesiones de aprendizaje. (Tache una opción)

a) Se utilizan diferentes estrategias y/o actividades de enseñanza-aprendizaje de acuerdo a las necesidades de los estudiantes.

Siempre	Casi siempre	Pocas veces	Nunca
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Nombre completo _____

Autorizo que la información obtenida a través de este cuestionario pueda ser utilizada para fines de investigación.