



**EDUCATIVE INCLUSION IN ENGLISH CLASSES TO STUDENTS WITH VISUAL
IMPAIRMENT: A WORLD TO EXPLORE**

LINA SOFÍA BENÍTEZ PÉREZ

RESEARCH ADVISOR

GLORIA ELENA ARANZAZU

UNIVERSIDAD ICESI

Escuela de Ciencias de la Educación

Licenciatura en Lenguas extranjeras con Énfasis en inglés

Santiago de Cali

2022-

ABSTRACT

The purpose of this investigation is to find strategies, methods, methodologies and material for the students with visual disabilities that are useful and successful for their learning process in any language, but more precisely in English. The main idea is to analyze the materials and strategies and categorize them to see in which specifically skill of the English language they can be successful, in addition to analyze the challenges that these students can present when they are facing the experience; and in the same way, the challenges of the teachers are exposed too.

Thus, at the end we can conclude what are the best ways to teach visually impaired students, taking into account their challenges and the things that are important for the teachers to know and to do when they are teaching a language to these students for the first time.

The current project is an academic investigation about inclusive education in English to students with visual disabilities. More precisely this research will be focused in the searching of strategies, methods and methodologies for these students, in order for they to attend the English classes in a way that can be significant for them and would end in a very successful learning process in this subject. The purpose is to help with the learning of the students because it is clear that they deserve a quality education such as the rest of the population, so they would have the same opportunities taking into account their needs and abilities.

To carry out this investigation, the information will be collected searching for articles of many authors in different universities around the world who have worked in this area and analyze the results that they obtained to create own conclusions about this issue. So, At the end we obtain the necessary results to be able to contribute to the improvement of the inclusion in the English programs of the ICESI University, which could also be useful in many universities.

Modality of the investigation: Academic research

KEY WORDS: Inclusive education, teaching and learning strategies, learning methodologies and methods, visual disabilities, pedagogical strategies in inclusive classrooms.

RESUMEN

El propósito de esta investigación es encontrar estrategias, métodos, metodologías y material para los estudiantes con discapacidad visual que son exitosas para su proceso de aprendizaje en cualquier idioma, pero en este caso nos enfocaremos solamente en las que sean útiles para su proceso de aprendizaje en el inglés. La idea principal es analizar los materiales y estrategias y categorizarlas para saber en qué habilidad del inglés podrían ser más funcionales.

Además, se analizan los desafíos que estos estudiantes pueden presentar cuando se están enfrentándose a la experiencia; del mismo modo se exponen los desafíos de los profesores. Así, al final podemos concluir cuáles son las mejores formas de enseñar a los alumnos con discapacidad visual, teniendo en cuenta sus retos y las cosas que son importantes que los profesores sepan y hagan cuando están enseñando un idioma a estos alumnos por primera vez.

El presente proyecto es una investigación académica sobre la educación inclusiva en inglés a estudiantes con discapacidad visual. Más precisamente esta investigación estará enfocada en la búsqueda de estrategias, métodos y metodologías para estos estudiantes, con el fin de que puedan asistir a las clases de inglés de una manera que pueda ser significativa para ellos y que termine en un proceso de aprendizaje muy exitoso en esta materia.

El propósito es ayudar con el aprendizaje de los estudiantes porque es claro que ellos merecen una educación de calidad como el resto de la población, así tendrían las mismas oportunidades tomando en cuenta sus necesidades y habilidades. Para llevar a cabo esta investigación se recopilará la información buscando artículos de muchos autores en diferentes universidades del mundo que han trabajado en esta área y analizar los resultados que obtuvieron para crear conclusiones propias sobre este tema.

Al final se obtendrán los resultados necesarios para poder contribuir al mejoramiento de la inclusión en los programas de inglés de la Universidad ICESI, lo cual también podría ser útil en muchas universidades.

Modalidad de la investigación: Investigación académica

Palabras clave: Educación inclusiva, estrategias de enseñanza y aprendizaje, métodos y metodologías de aprendizaje, discapacidad visual, estrategias pedagógicas en aulas inclusivas.

INDEX

1. Problem statement.....	1
2. Research question.....	9
3. Justification.....	10
4. Objectives.....	14
4.1 General objective.....	14
4.2 Specific objectives.....	14
5. Reference framework.....	15
5.1 Inclusive education.....	15
5.2 Visual disabilities.....	17
5.3 Learning strategies.....	19
5.4 Learning methodologies and methods.....	21
5.5 Pedagogical strategies in inclusive classrooms.....	21
6. State of art.....	24
7. Methodological framework.....	32
7.1 Type of investigation.....	32
7.2 Design of the investigation.....	32
7.3 Phases of the investigation.....	33
8. Findings.....	35
8.1 Phase 1: theoretical data collection.....	35
8.2 Phase 2: Analysis of the information collected.....	35
8.3 Phase 3: Categorization and analysis of findings.....	39
9. Conclusions.....	60

10. Bibliography.....	62
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1. PROBLEM STATEMENT

Blind people is usually excluded for doing some activities because it includes the viewing. Most of the activities and materials include visual aids, so it becomes essential to create new strategies and resources to teach people with visual disabilities. The most important thing to do to find a solution is to recognize that this people has special needs and they have a diversity. Traditional education is exclusive most of the time, not only for students with disabilities, because of many examples we have in life, like when some kid is left out because he is good in arts but not in mathematics, so in that subject he learns slower than his other classmates because he does not understand

Although, in terms of exclusion in students with disabilities, they are simply left behind as they do not have the same ways of learning as the rest, they simply ignore them and conclude that they cannot learn because of their condition. The term of inclusive education has been gaining ground, as it has been analyzed by many authors and it was found that many students are excluded because of their disability, “Inclusive education has burst onto the global educational agenda at least three decades ago, causing the world's educational systems to be revised around its pedagogical principles. This form of education emerged due to the recognition in many countries, including Argentina, that education systems were leaving many children out of school or receiving a poorer education than the rest” (Cobeñas, 2020)

The different learning styles are something that must be taken into account in educational environments, since it depends on this that our class is successful and that all students learn something enriching and considering also that people with disabilities have a different learning style. Education cannot think that every person learns in the same way and left people with some different capacity, because they do not know if one of that persons are going to be an important scientist or a very famous doctor. That is why they cannot take for granted this people only for their incapacity.

The transformation of the learning process in Colombia has gone through many changes. It is a challenge to all of the parts that are implicated in the successful of this processes. The education is a

fundamental aspect in the life of a human being and to important for the quality of life and for the progress of societies. To be educated is a fundamental right promulgated in the Colombian political constitution “ARTICLE 67. Education is a right of the individual and a public service with a social function. It seeks to provide access to knowledge, science, technology, and other cultural goods and values” (Political constitution of Colombia 1991)

Likewise, it is necessary to understand that learning in different ways does not mean that some are smarter than others, it simply means that we are all different people and that some things are easier for some that others are likely to find difficult. This is a subject that needs a lot of study and concentration, since it depends on this that the person really has a significant learning.

It is important to understand how people can learn in different ways and realize that even we ourselves do not learn as for example our friend. Thus, we realize why traditional education is no longer as functional as it used to be and why it was never the best teaching method because it does not take into account the different learning styles.

Finally, for these many reasons it is important to implement a lot of new methods and strategies to help these students to get a quality education. In the same way, is it vital to know and to have clear that education is not a privilege and everyone no matter age, condition etc. has the right to be educated in any country or city.

As numerical data to support these arguments, the following data was found about the number of people with visual impairment in the world. Globally, at least 2.2 billion people have a near or distance vision impairment. In at least 1 billion – or almost half – of these cases, vision impairment could have been prevented or has yet to be addressed. (Bourne, y otros, 2020)

This 1 billion people includes those with moderate or severe distance vision impairment or blindness due to unaddressed refractive error (88.4 million), cataract (94 million), glaucoma (7.7 million), corneal opacities (4.2 million), diabetic retinopathy (3.9 million), and trachoma (2 million), as

well as near vision impairment caused by unaddressed presbyopia (826 million). (Blindness and vision impairment, 2021)

In terms of regional differences, the prevalence of distance vision impairment in low- and middle-income regions is estimated to be four times higher than in high-income regions. “With regards to near vision, rates of unaddressed near vision impairment are estimated to be greater than 80% in western, eastern and central sub-Saharan Africa, while comparative rates in high-income regions of North America, Australasia, Western Europe, and of Asia-Pacific are reported to be lower than 10%. Population growth and ageing are expected to increase the risk that more people acquire vision impairment” (Blindness and vision impairment, 2021)

Also, the statistics in 2020 showed the percentages about people who are totally blind and people that has some type of visual impairment. As well as how that increased through the years. Globally, among 7.79 billion people living in 2020, an estimated 49.1 million (95% UI: 39.0-61.3 million; 54% female) were blind (0.62%; 95% UI:0.49%-0.78%), 221.4 million (95% UI: 197.7-247.0 million) people (2.81%; 95% UI:2.51%-3.13%; 55% female) had moderate VI, 33.6 million (95% UI: 29.7-38.0 million) people (0.43%; 95% UI:0.38%-0.48%; 57% female) had severe VI. (Bourne, y otros, 2020)

The estimated number of blind persons increased (by 42.8%) from 34.4 million in 1990 to 49.1 million in 2020 yet global all-age age-standardized prevalence of blindness decreased between 1990 (0.85%; 95% UI:0.68%-1.1%) and 2019 (0.60%; 95% UI:0.48%-0.75%). Greatest reductions were observed in South Asia (-49%) and North Africa and Middle East (-43%) with the smallest changes in high income regions. (Bourne, y otros, 2020)

In Colombia, there is an overview in the page of the national institute for blind, from 1993 to 2018 where the percentage of the population with visual impairment can be seen. In our country, according to the National Administrative Department of Statistics DANE, for the year 1993 there was a population with disabilities of 2.02% of the total population, equivalent to approximately 723,160 people.

Clarifying that these data were below international standards by 400%, since the projections of the World Health Organization who show that the population with disabilities is between 10% and 12% for Latin America, reaching up to 18% for countries in armed conflict.

The 2005 Census recorded that 6.4% of the population had a disability in general, corresponding to 43.2% of the population with visual impairment. Another census was also reviewed for more current data. The 2018 Census yielded a result according to the WG disability measurement scale, in the 2018 CNPV, of 1'948,332 persons with visual impairment equivalent to 62.17% of the population with disability in Colombia, out of a total of 3'134,036 persons with disability, in general equivalent to 7.1% of the Colombian population. In other words, the population with disabilities increased from 6.4% to 7.1% of the total population in Colombia.

On the other hand, the population with visual impairment went from 43% prevalence of the entire population with some disability 6.4%, rising to 62.17% in the current 2018 Census with a figure of 1'948,332 people with visual impairment. It is proved that schools exclude many children of education, since the right to education of people with disabilities is not being respected. “Inclusive education burst onto the global educational agenda at least three decades ago, making the world's education systems to revise its pedagogical principles. This educational form arose due to the recognition in many countries, including Argentina, that the educational systems were leaving many children out of school or giving a poorer education than the rest” (Cobeñas, 2020)

So, we realize that Inclusive education does not mean what is supposed to mean. According to the United Nations (UN, 2013), of the four forms of schooling that currently exist for people with disabilities, three are discriminatory: exclusion, segregation and integration. Inclusive education is the only form of education that realizes the right to education for people with disabilities.

Internationally speaking, Colombia is the second country with major prevalence of people with disabilities, after Brazil, in the third place, there is Costa Rica, then Barbados, Trinidad y Tobago and

Venezuela. The percentages are Brazil (14, 5%), Colombia (6,4%), Costa Rica (5,4%), Barbados (4,6 %), Trinidad y Tobago (4,5%) and Venezuela (4,1%). (Rojas-Rojas, Arboleda-Toro, & Pinzón-Jaime, 2017)

Taking all these statistics into account, we can deduce how is the access to education for these people.

As we know, it is more complicated for them to access to education because usually schools and universities are not able to receive them and do not accept the challenge. Ignoring that the right to education is for all people no matter what, besides practicing inclusive education is an opportunity to modernize and improve the pedagogical field. "Educational inclusion, for example, seeks to promote the expansion and democratization of training opportunities within the framework of the concept of lifelong learning and education as a right" (Salamanca, 1994).

UNESCO considers that special attention should be paid to marginalized and vulnerable groups - people and groups that cannot exercise their right to education - in order to seek to develop the full potential of each person: "Inclusive and quality education is based on the right of all learners to receive a quality education that meets their basic learning needs and enriches their lives" (UNESCO, 2008, p. 24).

Specifically talking about how people with visual disabilities learn languages, it can be said that the principal problem is the use of a lot of audiovisual material for language teaching, such as slides, readings, videos with audio, etc. In the last ones, they can listen to the audio only, but sometimes it is essential to see the video to understand the context, that is the reason why the strategies and methodologies showing below, can be implemented for the learning of the visually impaired population. Focusing more in problems that students with visual impairment have learning languages the document Language learning for the visually impaired population, presents a European project specially designed for blind people and people with visual disabilities.

The project shows the existing gaps in the teaching resources in terms of languages for this population and it was presented in a talk called “Universal accessibility, communication and languages” and it was organized by the Secretariat for Inclusion and Diversity of the Vice-Rectorate for Social Responsibility, Equality and Inclusion of the University of Granada. An essential factor of the project is that it wants to innovate e-learning techniques and they pay specially attention to the compatibility with the learning platform of the project and the assistive tools that people with visual disabilities need to use.

It is said that with new technologies, visually impaired students feel more comfortable and learn more independently "With the help of new technologies, language learning thus becomes a comfortable process, controlled in a more individualized and effective way, and that favors personal development and new dimensions of social interaction," explained Rafael Guzmán Tirado, coordinator of the ADOLL Project at the UGR. To ensure feedback on the development of the project application, experts in the field and blind users are actively involved in the work.

There are many questions around this topic, as stated in the document "Approaches to the inclusion of blind students in the foreign language classroom at the Universidad del Valle", in which 4 educational experiences that blind students have had in specific scenarios are presented. 4 important questions that need to be asked in order to find appropriate ways to teach languages to the blind population are posed: How to include these students in the dynamics of the sighted classroom? What changes are necessary in the teaching methodology? What learning strategies should be favored? What can we learn from this experience?

All these questions will be answered in the development of this project, showing the strategies found in some documents already mentioned and in others. In addition to this, conclusions will be drawn that will help to show in a clearer way, how to reach a favorable solution for these educational barriers. The main problem of learning English for people with disabilities will continue existing, but what will change is that the appropriate methodologies will emerge to solve it.

In the investigation *Experiences and Difficulties in Teaching a Foreign Language to Legally Blind Students*. Case: DAEA-UJAT we can see what is the problem when teachers are not well trained to teach a foreign language to people with visual impairment. Through interviews, it is possible to demonstrate the adaptations that were made to support these students.

Despite the fact that the university offers an awareness course for teachers on this topic, many factors such as the fact that the teacher is not well informed about the blind students he or she will have in class and the poor dissemination of information mean that the teacher does not take the course and therefore is not well trained. “It was found that the workshop provides a lot of information on how to work with blind people, which is a great difference between the teacher who took the course and the one who did not. The strategies most used by the teachers are very similar”. (Cruz Hernández, Rojas León, & Maldonado Guillén, 2007)

According to the teachers of the university, they did not have previous experience teaching these students thus, they did not have any training to teach them, which makes things more complicated. Since they did not know how to work with the students and how to manage the classroom, as well, another detail that further complicates everything was, as mentioned above, the lack of organization and communication with the teacher to inform him that he would have a blind student in class.

For this reason, it is considered interesting to compile teaching experiences in order to obtain strategies that will help other teachers who have to take on the challenge. In this way, the teachers of the university of Juarez shared their experiences in the document, one important thing that was mentioned was the communication, it is very important that the teacher knows when he will have a visually impaired student in advance so he can be prepared. The biggest challenge they mentioned was the writing, that means that any explanation, assignment or exam should be oral and book or any other material should be electronic. Also, another difficulty is that they have another system; braille. The strategies used by teachers to support students in learning the language will be described in more detail below.

2. RESEARCH QUESTION

What information can be found about strategies and methods in teaching English to students with visual impairment in different institutions around the world?

3. JUSTIFICATION

The main reasons that motivate this investigation are the interest as an English teacher about the pedagogical practices in inclusion. The concern for the needs of blind people in the educational field and the desire to know and explore the way in which they could be included in an effective way into the teaching-learning process. Also another objective is to be part of the evolution of education by helping these blind people to learn the same things that a person without these characteristics would learn, so that they do not feel excluded or incapable just because they are different from others and they understand that their differences do not make them less than anyone else and to know they have the same opportunities as anyone else.

The goal with this project is to find strategies and make learning English easier for blind people, that they feel comfortable with these strategies and they can enjoy learning through new horizons and learn a new language in an enriching and a fun manner for them. This project was chosen because it is an important topic to think about it. Sometimes people with disabilities are excluded from education because there are no enough strategies to integrate them to the learning process.

Education has the facility to have a lot of ways to search and improve the material they already have. The point is that we have to investigate the way these strategies can be use in a real scenario and keep searching for new strategies to integrate more students with these disabilities. In that way, they can feel more comfortable about learning new things, because if they see that education has no ways to teach them they can feel bad and with a big obstacle that prevents them from getting ahead in this field.

Also, if that topic is not well treated in class, people can think that education is not sufficiently evolved to attend this needs and that makes it lose their credibility. Implementing this will demonstrate that education has evolved and that it is really for everyone. It will also provide new tools for the development of classes that could also be adapted for students without disabilities. In the same way, we

will be able to identify the barriers that the educational field has with this and break them down so that we can expand our field and form a healthy education for all children and that no one feels excluded or delimited.

The main benefit would be to provide the pedagogical field with new strategies that can be very useful to advance and evolve both in research and in educational practice. That education really becomes something for everyone and people do not see pedagogy as an exclusive field, but one that has strategies, methods and solutions for everyone who has an interest in learning new things and improving every day.

The personal benefit is that It will help me to be a professional more aware of the needs of my field and to have a much wider range of pedagogical tools, to be able to implement in other places and help more students in their academic formation. Therefore, I can support the education for people with visual disabilities and be part of their evolution in their learning process.

In the same way, as a teacher to me it would be very satisfying to help people with disabilities to feel more comfortable and appropriate of their learning. Also, to achieve a significant change in education, we must start by taking into account all members of the community and know that everyone can contribute with their different ways of learning for this field to become truly inclusive.

My thinking as a teacher leads me to want to help in the search for strategies that can be implemented to help people with disabilities to have a quality education. Since they also have many abilities and knowledge that they have the right to develop in order to improve and achieve their goals, just like everyone else. Likewise, their desire to learn new things and get ahead in whatever they want to do in the future cannot be ignored.

Looking at the percentages that different pages show about this subject, it is worrying to think that many people with the desire to learn, cannot find the right place to do it. That is why it is very important that this is taken into account in order to train teachers and institutions to teach and include

these people who deserve to learn and be treated with the same respect with which any student should be treated.

The application of this project would imply having discovered or reinforced strategies in the field in order to be able to make a more comprehensive analysis and reflection of what education means in the present world. It could also serve to make comparisons between how it has evolved from the beginning to the present day.

Inclusion is not only about welcoming students into the classroom, but also about providing them with a quality education, and for this, teachers must adapt their methodology, materials and strategies to ensure that they learn as well as their classmates. And so it is inevitable to ask: How well are blind students being included in the classroom? It is not just a matter of accepting students with different disabilities. Slee(1998) cited by (Cruz Hernández, Rojas León, & Maldonado Guillén, 2007) tells us that an inclusive school must involve a real restructuring of the educational system so that all students are accommodated and an enriching environment is created for all involved”

There are more authors that have spoken about this topic. They say that inclusive education is not only about just having some students with disabilities in the institution, is more than that. Nowadays, the definition of inclusive education is clearer thanks to what the authors have said and the path that has been opened within the educational field. Educational institutions understand that they must be reformed to include all types of students, as they should not be denied the right to education.

As mentioned by Stainback (1990), an inclusive school is one that educates all students in the regular classroom. However, it is not only a matter of accepting students and that is it, but also of offering a quality education with teachers prepared to know how to work with them.

Taking into account the challenges in English, it is important to adapt the strategies and methodologies to teach the students with visual impairment and for that, it is very necessary to give the teachers a highly successful training that helps them to adapt their materials and to recognize the needs

of the students in this subject. If the teachers are well trained, the students will not have difficulties or barriers when they are receiving the English class, or at least they will be fewer and the teacher will be able to solve them.

Also, having a student with special needs in the classroom is challenging for the teacher for the visually impaired students and for the other students. So, knowing specially what to do in those cases, would be very helpful even if the teacher is a bit confused about how to manage the class so they can feel included, comfortable and safe, having the strategies and the materials would help the teacher to give those students a good learning environment, where they can feel free to work autonomous with their material.

In addition, teacher has other challenges like maybe students has a low motivation, not a good self-esteem, he is not familiarized with the material, student do not have a good relationship with the other partners, etc... There are many challenges for both parts, so that is another motivation for this research, the necessity to help teachers to understand and know what to do in these cases so he or she can be prepared and the student will be very happy because his or her learning process will be successful and feel that the teacher cares about his or her needs.

Any teacher who truly has the vocation to teach, will be willing to train to be able to provide a good education and understand the different strategies, methods and didactics that can be used to teach these people. And this will not only give him or her the satisfaction of helping people, but will also give him or her the satisfaction of having contributed to the educational field to grow more and more every day and become more inclusive.

4. OBJECTIVES

General objective: To analyze critically information about strategies and methods to teach English to students with visual disabilities.

Specific objectives:

- To analyze documentary material on methods, strategies and didactic material related to the teaching of visually impaired students in English.
- To determine, by means of empirical data and non-documentary sources, the needs of teaching and learning about English for visually impaired students.
- To categorize the learning strategies and materials found according to the skills that the visually impaired students should acquire in the language learning process (Writing, reading, listening and speaking).

5. REFERENCE FRAMEWORK

The concepts defined below will be a fundamental part of this research. This is in order to clarify the conceptual foundations of this research. For this purpose, we compare various proposals of authors in relation to the concepts proposed here, that is, to have a more accurate understanding of the concepts. In addition, we will analyze how the definitions of the concepts relate to this research.

- **Inclusive education**

It is important to emphasize that inclusive education means that all children are together in the same classroom and school environment. (Schuelka, 2018) says that this has demonstrated positive effects on student achievement and social skills and is far more effective than special schools and special classrooms. Often, the term ‘inclusive education’ becomes synonymous with education for children with disabilities. Whilst this may still be the primary motivation for inclusive education, successful inclusive practice will be successful for all children with many different attributes such as ethnicity, language, gender, and socio-economic status

The definitions that will be presented below are concepts of several authors who have discussed this subject. The concept of inclusive education will be discussed, showing the position of several famous authors on the subject, in order to understand a little more about the concept. The first one is the definition of the MEN that explains very well what inclusive education means, that is why it is a good introduction to study the definition of inclusive education.

In Colombia, Ministerio de Educación Nacional (National Ministry of Education, MEN, 2013) establishes inclusive education as a strategy to face social phenomenon of exclusion, characterized by several facts related to economic, social and cultural aspects. Education has been

slowly including students with disabilities, which means that it has been evolving taking into account many things. Aguilar (2004) cited by (Orozco Ortiz, 2016) said “the evolution of the concept of inclusion in education has been constructed within three models: traditional, rehabilitation, and personal autonomy, which explain how physically challenged population have been incorporated in education systems based on social requirements related to the season in which they appeared”.

Also, we have the definition from UNESCO in 2017 which serves as a complement to the definitions mentioned above, since it also states that inclusive education requires equality and is a process of transformation. “Inclusive education is a continuous process of educational transformation, and a clear set of equity indicators” (Schuelka, 2018)

In the same way, that same author mentioned another definition that agrees with the previous ones in that inclusive education includes several factors, among them social factors “Measuring the success of inclusive education should go beyond merely counting students to evaluate access, but should include measures of educational quality, outcomes, and experiences”. (Schuelka, 2018)

Another definition that shows the true meaning of inclusive education, demonstrating that it should be a tool that facilitates the inclusion of these students. “Inclusive education (IE) is globally recognized as instrumental in facilitating equity and quality education for all students” (Francis, Lavin, Sanchez, Reed, & Mason, 2021).

But as we have seen, in order to define inclusive education and be clear about its concept, it is also necessary to take into account other aspects, as we will see below. Understanding and evaluating teaching practices is also critically important. To have the correct tools and to understand its function, that means the reason why those tools are important for the student with disabilities in the learning process. “The Index for Inclusion toolkit, Supporting Effective

Teaching project, and the Lao Inclusive Education Project by Save the Children (Grimes, 2010) are particularly useful inclusive education assessment tools, but other indicator sets and tools are also available” (Schuelka, 2018)

The Salamanca Statement (UNESCO, 1994) contends that IE is “the most effective means of combating discriminatory attitudes” (P. ix) against individuals with disabilities. Similarly, the United Nations Convention (UN, 2006) cited by (Francis, Lavin, Sanchez, Reed, & Mason, 2021) accepts that people with disabilities have the right to live free without discrimination and also the right to be educated.

The definition of inclusive education varies, for instance in united states it has many definitions as the one that takes into account the time that a student with disabilities spends in a regular classroom, or the supports provided to the students to help in their academic results and the relationship with the rest of their classmates. On the other hand, “in the United Kingdome refers to education programming within special schools designed for students with disabilities” (Francis, Lavin, Sanchez, Reed, & Mason, 2021)

Nevertheless, there are policies and laws for education that defend it, but they do not mention well the term of inclusive education “while other education laws and policies allude to or mention IE, they often fail to define the construct” (Francis, Lavin, Sanchez, Reed, & Mason, 2021) Since this concept has many definitions, it becomes difficult to understand what it is and implement it in institutions. “Unfortunately, the ambiguity and range of IE definitions make IE challenging to conceptualize, operationalize, and measure in schools” (Slee, 2019). “These challenges slow the trajectory of effective IE practices” (Francis, Lavin, Sanchez, Reed, & Mason, 2021).

- **Visual disabilities**

It has been said that a visually impaired person needs rehabilitation to help him or her cope with society. “The person with visual disability requires a timely, affordable and quality rehabilitation to integrate into society and be able to have greater opportunities to get ahead with the support of family, society and the state” (Cedeño, Rosado, & Loor, 2018).

Living with a visual disability is an experience that not only affects the physical part, but also the psychological, social and spiritual, putting into play different mechanisms that will allow the person to adapt to the new situation and learn to live with barriers, prejudices and restrictions that will affect negatively their life. “It is important to point out that within the theoretical nursing development, the term of adaptation appears, where the objective is to facilitate the adaptation of the person by strengthening the coping mechanisms and modes of adaptation; even more in this population that faces the world with a very particular situation of visual perception” (Cedeño, Rosado, & Loor, 2018).

The International Classification of the Functioning of Disability and Health establishes that disability is the result of an interaction that the handicap person does and presents a deficiency with the attitudinal and physical barriers of the environment. It can suppose important obstacles for their social inclusion (Cedeño, Rosado, & Loor, 2018).

Visual impairment is a condition that directly affects the perception of images in whole or in part or partial perception of images. Sight is a global sense that allows us to identify at a distance and at the same time objects that are already known or that are presented to us for the first time. Students with visual impairment should be introduced to discovering and constructing the world through other sensations that are much more similar, other much more partial sensations, such as smells, tastes, sounds, touch and perhaps segmented images of objects.

The support given by their classmates, teachers, friends and family will be a fundamental part for them to discover their abilities and possibilities, they will be able to develop a positive self-image, essential for their school and social integration (Moguel, 2010).

In order to define this concept properly, the following factors must be taken into account, like the type of impairment. “Visual impairment is defined based on visual acuity and visual field as significant decrease in visual acuity even with the use of glasses, or a significant decrease in visual field. Visual acuity is the ability of a subject to clearly and sharply perceive the shape and form of objects at a certain distance” (Moguel, 2010).

As mentioned in the previous paragraph, it should be very clear at what point a person can be considered to have a visual impairment. “People with normal visual acuity have a visual acuity of 20/20: the numerator refers to the distance at which the test is performed, and the denominator to the size of the optotype (figure or letter used by the ophthalmologist to evaluate vision)” (Moguel, 2010). “People who wear glasses experience visual acuity impairment. They are not considered people with low vision, because their blurred vision is solved with the use of glasses”. (Moguel, 2010)

In conclusion, visual disability is a very complex concept to define, since it involves many things such as another visual problem for example the visual acuity. It has to take into account so many things to help the people who has that. In education or in every field or situation, it is important to know or at least have an idea of that condition, and in this way be able to provide solutions or strategies (in the case of education) to the people.

- **Teaching and learning strategies:**

When talking about teaching-learning strategies and methods, it is necessary to review the concept because it has not been seen as a single definition. “In this regard, it is necessary to briefly

consider some of their meanings and explain the meaning given to each of them, without pretending to exhaust the diversity of positions in this regard” (Recio & Ramírez, 2011).

In the literature, the following denominations can be found: teaching strategies, learning strategies, teaching-learning strategies, didactic strategies or techniques, teaching strategies, among others, which are used interchangeably. “This is due to the fact that their boundaries are blurred and sometimes they can be used with multiple meanings. In addition, on many occasions there is a tendency to use words such as tactics, technique, procedure, etc., to refer to strategies, which leads to different problems of interpretation”. (Recio & Ramírez, 2011)

Learning strategies are decision-making processes, in which the learner chooses and retrieves the knowledge needed to accomplish a task. (Recio & Ramírez, 2011)

According to (Recio & Ramirez, 2011) These strategies are personal procedures that function in one hand, for the control, selection and execution of methods and techniques for information processing; and on the other hand, to plan, evaluate and regulate cognitive processes involved in this process. The text mentions a number of strategies, including cognitive, metacognitive and support strategies, among others.

These strategies are built with several things in mind. Therefore, we have several types of strategies, focused on something specific. “All of those strategies constitute complex processes of personalized decision-making based on a need and leading to the and that lead to permanent self-regulation based on predictions, anticipations, changes and reformulations, in close correspondence with the search for the achievement of the objectives set in the most efficient way” (Recio & Ramírez, 2011).

Learning strategies are very helpful, because with them we can create new ways for people to learn in a meaningful way. In this case, they help us to have a clearer picture of how visually impaired children and adults who are in the learning process can learn in the way that is easiest

for them without being excluded by their condition. Since they are the actions that are prepared taking into account the student's needs, in order to ensure that the learning process is carried out correctly. Using the strategies, it is possible to create or improve the methods to teach students with visual disabilities, having into account their needs.

- **Learning methodologies and methods:**

A method is essential, as they are the steps that allow the student to acquire and understand the important information in order to complete the assignment. “The learning method constitutes a sequence of actions, activities or operations of the learner that allow him to process and integrate the information or part of it that is useful or significant, to acquire and assimilate the teaching content with the consequent changes in his knowledge system and in his behavior”. (Lores & Matos, 2017).

The learning methodologies are of great importance since they establish the way of working that will be maintained to carry out a certain activity or to maintain it for as long as it is needed. A good methodology helps a lot to make the strategies work and the students adapt better. “By definition, all learning methodologies have the acquisition of knowledge, the development of skills and the establishment of work habits as their main goals”. (Realinfluencers, 2019)

We need to have very clear that methodologies are the processes that continue the learning outside of the classroom, control the activities, and identify which of them are richer to acquire the knowledge. On the other hand, methods are the way to conduct that actions to accomplish the objective, and the ways to help the students in this process by creating or finding activities specially for the low vision or blind students to help them to make a successful and significant learning in English.

- **Pedagogical strategies in inclusive classrooms:**

Adapting teaching strategies to meet a class of mixed abilities, large and under-resourced classrooms often poses quite a challenge to mainstream teachers. Pedagogical effectiveness is context dependent and more than often involved strategies such as: 1) strong grasp of pedagogical approaches specific to the subject matter; 2) appropriate use of whole class, small group and pair work; 3) meaningful incorporation of teaching and learning materials in addition of textbooks; 4) frequent opportunities for pupils to answer and expand upon responses to questions; 5) helpful use of local terms and languages; 6) varied lesson activities; 7) a positive attitude towards pupils and their capacities to learn (Unesco, 2018).

These are existing doubts that teachers are asking themselves, since there is a concern that will analyze the competencies of both teachers and students. "Inherent and arresting concerns that propagate teachers and thus a concern that needs to be researched to analyze its impact on teacher teaching skills and pupils in inclusive classrooms". (Jalaluddin & Maarof, 2019).

Pedagogical approach for inclusive classrooms positions the learner as the center of learning process and thus required pupils to play on active role in the process. However, more current approaches are now trending towards placing teacher-centred and pupil-centred learning approaches as dynamic and benefitting both teacher and pupils. In this contention, teachers should be flexible in considering the classroom environment, pupils' abilities, teaching materials and be able to adapt pedagogical approaches (Unesco, 2018; Jalaluddin & Maarof, 2019).

Pedagogical strategies are all the actions carried out by the teacher in order to facilitate the formation and learning of students. "They make up the curricular scenarios for the organization of the training activities and the interaction of the teaching and learning process, where knowledge, values, practices, values, procedures and specific problems of the training field" (Bravo, 2008).

Pedagogical strategies help the teacher to plan well how to teach students and are vital to the success of the class. “Pedagogical strategies provide invaluable training alternatives that are wasted due to ignorance and lack of knowledge and pedagogical planning, which generates monotony that negatively influences learning”. (Mora, Sandoval, & Acosta, 2013)

Pedagogical strategies are different procedure that the professor or teacher realize to facilitate the learning process of the student between didactic methods to stimulate their minds. That is why, this concept is very important to have into account specially when we are talking about inclusive education, because, it would be necessary to found good pedagogical strategies to include to this investigation and for that, the definition has to be very clear.

Taking into account the definition, is evident the reason why this is a very important concept for this research. It is that the pedagogical strategies will be very helpful to manage the way to teach English to students with visual impairment. Also, it will be possible to find the strategies already created for this purpose and collect them with the material to be in the investigation.

6. STATE OF ART

After an investigation about inclusive education for all people, it was found that this has been a topic that has been discussed a lot over the years. Some schools have developed programs to help children with diverse abilities to be integrated into education, an example of this will be shown in the articles in the following parts. They talk about the creation of a single school where all children can attend regardless of their condition, race, culture, gender, or other factors. They mentioned the key concepts in this field, such as diversity, integration, educational transformation, inclusive society, concepts that are important for this investigation and we will discuss it later.

The teacher's attitudes are also important in an inclusion process, because if it is not a good learning environment, the process is not going to be successful. As it says in a quotes of the article "Attitude is a learned predisposition to respond consistently in a favorable or unfavorable way to persons or groups of persons, social and situational objects".

It is considered as something that is acquired and can be modified. The way how the teacher manages the classroom has an impact in the development of the students "How the teacher responds to the needs of his or her students is a powerful variable in determining the success of inclusion than any administrative or curricular strategy. Through the positive attitude of the teacher, the student feels valued in the classroom and perceives that he/she has the same opportunities and rights" (Martínez Martín & Bilbao, 2011).

As a conclusion it says that people or students with disabilities are conscious that nowadays exist some characteristics about the sensibility and accessibility in the university community. Education is fundamental in the real inclusion process of people with disabilities that is the reason why it should

propose the existence of an inclusive educative system in order to achieve an equality of opportunities in the different activities for people with disabilities.

An article presents the definition of deficiency and inclusion of blind students (Silveira Coden & Dias Garcia, 2017). According to the Guatemala Convention, ratified by the Brazilian government through Decree No. 3,956 of October 2001 impairment was defined as "a physical, mental or sensorial restriction, of a permanent or transitory nature, which limits the capacity to exercise one or more activities essential to daily life, caused or aggravated by the economic and social environment." (Silveira Coden & Dias Garcia, 2017)

Those concepts are more inclusive depending on the handicap of the person, special schools appeared as an alternative for the educative attention of these students. Between 1940 and 1950 social and cultural influences beginning to be taken into account in the definition of impairment and in 1960 is seeing in an educational perspective and it was born the term "special educative needs". In addition, it shows many laws and documents that affirm that everyone has the opportunity to be educated and that education will be willing to take into account the needs of every person.

An example of that is the discussion that was held on this topic at the World Conference on Special Needs Education in Spain in June 1994, which resulted in a document decreeing everything that was mentioned previously.

According to the professional in charge of the resources room, subject of the investigation, for the students to receive a satisfactory attention in the multifunctional resources room or in their regular room, it is necessary the support of many professionals. In order to improve the activities that are being develop in that room, strategies, methodologies and resources have been investigated.

As a strategy, 4 blind students that worked with the material in the multifunctional resources room were interviewed. The subjects of the investigation were professors with a huge range of studies and students with special needs and they have a proper definition of disability. The researchers created 3

categories to support the investigation. The first one didactic material, explains the different materials the teachers use in their classes and that is available to blind students.

The second one are evaluative activities in where we can see the sense of evaluation to teachers and students and how it can influence in the inclusion or exclusion of these students. And the last one are the teaching and learning processes which explain the strategies of the education for people with special needs, the objective about the learning process for this students and the definition each student has about deficiency(impairment) and how it has a huge importance in this process.

Finally, the investigation showed that the use of the correct resources, didactic material and communication media increment the possibilities that blind students have in education, because with that they can interact and organize the information. This can demonstrate that blind students can be benefited in a classroom that has this kind of materials.

In addition, the role of the teacher is very important and more if the teacher is working with the teacher of the resources room, because that improves the learning possibilities of the students. Also, because he is the responsible in charge to evaluate the achievement of the blind people and organize everything so each student has access to the technologies and to learn the usage of the tools they need.

This document is an example about how to manage the needs of the students with visual disabilities (Aquino Zuñiga, Garcia Martinez, & Izquierdo, 2012). In this study case, the objective is to diagnose the educational supports required to meet the needs of people with disabilities. First of all, they realized 7 interviews to blind students in the programs of the university, the results are showing as an analysis of each case.

The study focus in a situation that can have many problems together. The objectives of the investigation are descriptive and exploratory since this is an unaddressed problematic situation. The intention is the development of a holistic study that is divided into different moments, the first of which was reported in this document.

It was chosen the case study method, thinking in the phenomenon studied and it is about "by carrying out in-depth analyses on a series of sample units that can be a subject or a social group, through their personal manifestations and experiences, whose immediate purpose is directed towards the resolution of the case within their social context of life" (Garcia, González and Ballesteros, 2001, P. 383). The study is collective because it evolves the study of many cases jointly.

The subjects of the study are blind students and students with devil vision, their main features were synthesized in a table with the socioeconomic facts, educational background and handicap. Interviews, documents, direct observation and physical artifacts were used to collect data.

As a result, in the students interviewed, it was found that, in most cases, the disability is due to heredity. "Out of seven, three of them are completely blind, two from birth and one lost his sight in his teenage years. The other four have severe low vision, acquired in childhood and developed in adolescence and adulthood. Those born blind and those who lost their sight in childhood (five of them) entered special schools where they learned Braille; the participant who lost his sight after childhood and a girl with low vision, they attended regular schools but do not know Braille" Says the article when it starts to present the development of the study.

That can show the characteristics of the students so, the researches can identify the needs in terms of education. Although, the study would be able to solve the problems to find a solution that works either for the improve the term of education and for the students with visual disabilities. Regular schools are not prepared to satisfy the needs of the students with a handicap, but with this information it is possible to see what education can improve for this situation to get better.

The majority of these students were educated in institutions with the correct resources and teachers for their academic training and they interacted with students who understood their needs. When this changes to a regular school, they no longer have the necessary tools and need to look for mechanisms

that adapt to their needs, otherwise they begin to have difficulties and their academic trajectory is affected.

The objective of the study was to diagnose the need of the 7 students and the situation, who were matriculated in different programs in a public university. Although, the study shows difficulties with the results and a truly comprehension of inclusive education, nevertheless it shows the limitations that higher education has, despite of the institutional policies in favor of inclusive education.

About inclusion in people with visual disabilities in higher education in Colombia, was found an article from Universidad Cooperativa de Colombia (Rincón Navarro, Moreno Plata, & Navarro Cárdenas, 2018) The study case shows a successful experience about inclusion of a person with visual disabilities, the principal objective is to see and describe the strategies and individual resources of that person.

The methodology has as a principal object to know and analyze the life of the subject and for that the most useful tools are the interviews to recollect and analyze the information. The subject of this investigation is a 56-year-old man that live in Bucaramanga who lost his total vision at the age of 6, this man has a complete education and works as a teacher.

The collected information was the basic information, information about his family, educational background, work experience and personal experience. The diagnostic was “The participant in this case study reports that during his development, he only obtained follow-up by physicians specialized in his visual impairment, and attendance to a specialized center for people with disabilities to learn to read and write using the Braille system. However, he has never received psychological care, nor has she received evaluations to diagnose her degree of adaptation. to diagnose his degree of social adaptation”. (Rincón Navarro, Moreno Plata, & Navarro Cárdenas, 2018)

His academic life was pretty successful, he mentioned that he was an excellent student who received many academic recognitions from his classmates and teachers. Likewise, his visual disabilities have

nothing to do with his relationships and his scholar achievement. On the other hand, something that affected was the economic situation that prevented the access to some institutions and the realization of some life projects. Recalling that Oliver (1990), cited in Molina (2005) understands disability as a social category that is affiliated to the struggles for the reaffirmation of rights, the life history of the participant in this case study expresses a constant struggle for the guarantee of his right to education through the search for places where his disability would be attended to.

The life of the subject shows a fight that he has had his whole life for the guarantee of his right to education, looking for places where his disability is accepted and his effort to move forward was well received. Finally, for a State to guarantee the social inclusion of its citizens with visual impairment, it must regulate specific conditions in public and private spaces.

The teachers have a very big and important role in the inclusive education, since they are the principal support that the students have in the classroom. Thus, it is fundamental that they know the correct strategies to teach them, as well as helping them to develop skills that will be of vital importance in their development in the classroom.

It was found the document Considerations about inclusive education process for visually impaired population in the B.E.D. in English at Universidad la Gran Colombia (Orozco Ortiz, 2016), the objective of this document is to show the lack of strategies in inclusive education at the university. It says that inclusive education is the main ideology to accept diversity in any community, "Inclusion programs in Colombia are relatively young, and even more when it refers to higher education. Therefore, the education policy aimed at promoting inclusion is in their testing stage. Regarding this matter, the universities play a fundamental role in the adaptation and transmission of these policies aimed at transforming the social communities"

According to Aguilar (2004) cited by Orozco (2016), the evolution of the concept of inclusion in education has been constructed within three models: traditional, rehabilitation, and personal autonomy,

which explain how physically challenged population have been incorporated in education systems based on social requirements related to the season in which they appeared. In the first model, the impairments or handicaps were considered as the other people like punishments from god so, that led to discrimination from the rest of the population.

Then the second model is about that special education is a model which has the objective to improve the situation of impaired people, “rehabilitation was born as a product of special education as a model to enhance the life conditions of physically challenged people, especially those who were victims of the armed conflicts faced in that time due to the Second World War” Orozco (2016). And finally the personal autonomy was created from movements in the 60s and 70s against the traditions and rehabilitation models.

A definition by the Colombian Ministry of Education states that inclusive education is to address school exclusion. “In Colombia, Ministerio de Educación Nacional (National Ministry of Education, MEN) (2013) establishes inclusive education as a strategy to face social exclusion’s phenomenon, characterized by several facts related to economic, social and cultural aspects” mentioned by Orozco (2016). Higher education is considering as one of the last and fundamental steps to access to working environments.

Afterwards, Universidad la Gran Colombia is prepared to design proposals according to the college context and national inclusion policies with the analysis of the variables of education that may contribute to the development of an inclusion program. “The university approach provides flexibility to cover contents taking into account different perspectives, what will benefit the inclusion program” Orozco (2016).

Likewise, the university has a program called pedagogical consult who is prepared to help those students with their needs providing personal assistance. In addition, it has a comprehensive perspective about values which are transmitted in two subjects in the college.

To conclude, all of these documents are really important for this investigation because they talk about serious issues that are being dealt with in this text. Such as inclusive education for blind students in higher education, in English, in Colombia and strategies to help them to be involved in their learning processes.

7. METHODOLOGICAL FRAMEWORK

❖ Type of investigation: Qualitative research

It is a qualitative research because the data will be collected by using interviews to receive qualitative information instead of quantity.

Qualitative research studies the quality of activities, relationships, issues, means, materials or instruments in a given situation or problem. It strives for a holistic description, i.e., it attempts to analyze exhaustively, in great detail, a particular issue or activity. (Dr. Lamberto Vera Vélez)

The qualitative research paradigm will no longer focus on numerical aspects, but on cultural reflections: deductions, reasoning, relationships, subjectivities. As its name suggests, it has to do with the qualities of the object of research and these will always be given by the researcher's appreciations from the object. For this reason, this paradigm will always be permeated by subjectivity. permeated by subjectivity. (Ocampo, 2017)

In addition, it is a documentary research because, several texts about the topic and the problem will be reviewed and at the same time the information will be obtained from sources like students with visual disabilities and professors who have worked with them.

❖ Design of the investigation:

Academic research:

Academic research is a process where qualitative information like facts and opinions are very useful to support the investigation and to solve the problem.

Academic research can be defined as "the systematic investigation of a problem or situation, in which the main intention is to identify facts or opinions that may contribute to solving such a problem or dealing with such a situation".

Thus, this type of research focuses on the objectives or questions of independent researchers. It uses formal, scientific and systematic procedures to obtain answers.

Academic research is guided by an existing theory in order to reject or support it. (Empresariales, 2021)

Documentary investigation:

Is a technique of qualitative investigation that collects information by reading texts, articles, book, magazines, etc.

According to Tamayo and Tamayo (2000, P. 130) "documentary research is that which is carried out based on the review of documents, manuals, journals, magazines, newspapers, scientific proceedings, conclusions and seminars and/or any type of publication considered as a source of information".

Alfonso (1995) said that documentary research is a scientific procedure, a systematic process of inquiry, collection, organization, analysis and interpretation of information or data on a given topic.

❖ Phases of the investigation:

1) Theoretical data collection:

In this stage, several documentary sources related to the central problem of this research will be collected to analyze and categorize in the next two phases respectively. In this phase, only articles by authors that mention strategies, methods, methodologies and/or materials for teaching students with visual impairment are considered. As well as those that talk about teachers telling their

experience about this. The importance of this phase is to help choose the appropriate documents to advance this research.

The information will be organized taking into account the order in which the documents were found, analyzing whether it is sufficient information to draw conclusions that work for this research and to classify the materials, strategies, methods and/or methodologies in phase 3.

2) Phase 2: Non documentary sources

In addition, empirical data will be collected. In this phase, two professors from Icesi University who have worked in the English subject with the blind student in the bachelor degree in foreign languages with emphasis in English will be interviewed. Afterwards, the answers of the teachers will be presented and analyzed to conclude what was learned through the interviews.

This is very important, since the face-to-face interviews with teachers who have had the experience provide a kind of first-hand approach to the problem being addressed. It also serves to compare with those found in the documents and see if there is a difference or if they are the same.

3) Phase 3: Categorization and analysis of findings:

Based on the information gathered in the two previous phases an analysis of the information will be carried out, organizing the strategies and methods found in categories to classify them in the 4 English language skills, as well as to organize the challenges that students can present. This phase is essential because it allows for better analysis of the results and to see which materials and strategies work best for developing a specific language skill.

8. FINDINGS

8.1 Phase 1: Theoretical data collection

During this phase, we will review several articles and leave only those that we believe are most fundamental to the research. Thus, in order to choose those articles, we will take into account the main goals we have about the results we expect to find.

Phase 2: Non documentary sources

In the phase number 2, two teachers of the English department in ICESI University were interviewed about their experience teaching English to a student with visual disabilities in the university. It was the first time to all of them, therefore, I thought it would be interesting to know about how was the experience.

The experiences will be described below and the teachers would be referred as teacher 1 and teacher 2.

- Teacher 1:

He was the first English teacher who taught the student in the university in first semester. He said considering that it was the first time that a visually impaired student entered the university in the bachelor degree in teaching English, they called a girl from the mayor's office who manages hearing impaired people. So, she gave them some tips and some training about how to manage the student, how to teach that person.

The main important thing was that she told them to talk with the student first, to know about how the student wanted to be helped. Also, the university paid the teacher some extra hours to work with the student. During these hours, the teacher would give her a preview of what was to be done in future sessions, so that the student would arrive with an idea of what she was going to do in the future.

These hours also served as reinforcement, to explain to her what she had not understood in the past sessions. The teacher mentions that she emphasized a lot on listening, since she has a much more developed sense of listening, for instance when he pronounced a word, she immediately grasped the correct pronunciation.

She was also assigned a monitor on Tuesdays and Thursdays who was very helpful in interpreting what was going on around her, for example, she would inform her in English what the teacher was doing in class.

For the reading part, she had a device that had an integrated braille reader, which she could connect to the computer. So the texts of the classes were given to her in digital form, where she could connect the reader to the computer and work with it. Throughout the semester, this level of work with the student was maintained, which was very beneficial, the student felt very comfortable, not to mention that her classmates were also very helpful.

The teacher concludes about the experience that the support of many people is involved, like the teacher, the university, the classmates, the family, the monitors, all of them have something to do for the process to be successful. One advantage was that the student always had the courage to participate, without fear of making mistakes, and this became stronger as the classes went on.

It also helped a lot to have advanced the material to her in the extra hours. On Wednesdays from 4 to 7, when the students have to work on a platform, the teacher sat with the student to work with her on pronunciation. The idea was to read her short stories in English and ask her what she understood or to repeat the pronunciation of some words. The teacher gave her links where stories were told orally, so that she could listen to them at home and then ask him about it.

The audios were worked with her before, also the exams, this was so that she would have an idea of what she was going to be asked and so she could prepare her material. The teacher says that the device the student had was very useful because he did not know braille and the object interpreted everything using the system.

The exams had to be formatted in such a way that the device could read them very well, that is, without pictures or two columns. The teacher mentioned that this was a commitment from quite a few people, mainly it required a lot of commitment from the student and the teacher. It was helpful that the university told them ahead of time and gave them a little training on what to do. Thus, opening the way for other blind students and teachers to be in charge of their learning.

- Teacher 2:

The English course of teacher 2 was focused in writing and reading and it was taught in the third semester of the student in the university. Teacher 2 said that the students had many difficulties with reading and writing since she did not read, she used a special tool called Jaws, that allowed her to listening to the readings, so she did not have a direct contact with reading. “Jaws is software screen lector that transforms the information showed in the screen to voice, so, people with disabilities can have an autonomous use of the computer and its applications”. (Ministerio de tecnologías de la información y comunicaciones en Colombia, 2013 ConVerTic Project)

Since she did not have a direct contact with Reading, it was more difficult because she was in a lower level than her classmates in that case. Teacher said that she liked to do the same activities with her as with the other students, with lower difficulty but the same activities, so in that way, she would feel more comfortable, knowing that she was being treated the same as her partners and that she can do the same assignments.

It took a lot of work and patience of the two parts (teacher and student) and the help of her tools, her classmates, family and of course, the teacher. At the end of the course the student is allowed to present a complete essay, it has to be shorter than the one presented by its peers, but the objective is achieved.

Some of the strategies the teacher used were to explain the reading for everyone taking into account that the student is very good at listening, so she could catch very fast the idea of the text and that helped also the writing part, because the writing was related to the text they had to read. In addition, the teacher let her know the reading before the class, so she got familiarized with them.

One of the first strategies that she used was meeting the student before the beginning of the semester. With that, the objective of the teacher was that the student gets to know her, got familiarized with her and vice versa the teacher knew about the methodologies that other teachers used with her, the more comfortable methodologies for her and the tools that she commonly uses in classes, to have an idea of how to work with this student.

Teacher also mentioned that the university gave them previous training, that instead of a training, it was more a sensibility course about how to treat a student with visual disabilities. The course was given one part by the National Institution for Blind and Deaf people and the second part was given in the university.

Finally, the teacher mentioned that the experienced was quite good, she felt very grateful to have had this opportunity that taught her a lot of things she did not know about working with visually impaired students and about education itself. In the same way, the experience was also satisfactory for the student, she felt very comfortable in the educational environment that the teacher created for her, also her classmates knew how to include her well and help her in what she needed.

8.2 Phase 3: Categorization and analysis of findings

The strategies, methods and methodologies found for teaching foreign languages, more specifically English, to blind students will be presented below.

Throughout this research we have found many documents with strategies that have been used by teachers and institutions to provide a good learning experience for the blind population. One of them is the document presented in the problem statement, about a European project from the University of Granada. "The project is aimed to adults and young people over 16. The project is about a multilingual application for foreign language learning accessible to blind and severely visually impaired users, the purpose of this application is to enable visually impaired people to acquire basic language skills in three widely spoken languages: Spanish, Russian and English". (Lumbreras, 2016)

Although the number of visually impaired and blind people in the European union is about 30 million, the materials are still very limited. The new technologies combined with assistive devices for blind people, allow the creation of innovate self-learning methods for this group, opens up new perspectives for this population, orienting it towards autonomous learning. "With the help of new technologies, language learning thus becomes a comfortable process, controlled in a more individualized and effective way, and that favors personal development and new dimensions of social interaction," explained Rafael Guzmán Tirado, coordinator of the ADOLL Project at the UGR.

Blind users and experts in the field of teaching languages to the visually impaired are actively involved in the development process of the ADOLL project application to ensure their constant feedback regarding the accessibility of the application and the appropriateness of its content.

Besides the university of Granada, more universities around the world participated in this project, Studio Prefects of Bulgaria, across limits Limited of Malta, The Marathon Group and Universal Learning Systems of Ireland and the Foundation for Social Inclusion of Sofia (Bulgaria).

Another document is Pedagogical Strategies for Teaching English to Students with Visual Impairments in the Context of Inclusive Education, from the Ministerio de Educación (Ministry of education, 2020) . In this document many strategies for the four skills, reading, writing, listening and speaking, will be shown divided in chapters to see in depth how each strategy is developed.

In the chapter one, we can see the strategies for listening. This is a very important skill in the learning of a foreign language, that is very necessary to develop because is essential for communication and to promote that in students, is necessary to stimulate their concentration and attention, between interesting activities that involved elements like working in groups, participation, etc.

For the blind students, this becomes a fundamental factor since between the listening they recognize many images that are captured by sight. The document gives us the example related with the emotions, that we can recognize by seeing an expression, but for blind or visually impaired students, factors as the intonation, the expressions of the voice, the intensity, the effusiveness are very important to recognize the emotions in this case.

Taking into account that example, we can understand that this is the case with everything else, the sense of listening is much more developed and therefore it is also essential when learning a new language, since they will recognize many things through it.

There are easy-to-use classroom dynamics in which everyone can participate. “The following is an example of a dynamic in which all students can participate. It tests listening and

mental concentration, while at the same time practicing English numbers and, of course, pronunciation” (Ministry of education, 2020).

The activity is called “the game of Peter and Paul” it has 2 steps. The first step is asking students to form a semicircle and the second step is to assign numbers from 1 to 18 from the third student, the first and the second will have names, one is Peter and the other is Paul. The rules are:

A. Peter starts the game by saying: ("Peter calls to Paul").

If at the beginning of the game Peter calls someone other than Paul, he loses and has to go to the last place.

But if Paul calls him back, Peter is freed from this rule and can call whoever he wants.

B. Paul must answer: ("Paul calls to...") naming one of the numbers or Peter himself.

C. The answers should be quick to make the game more dynamic and expectant.

D. If the player who has been called does not answer or delays the answer, the group should declare him/her the loser, and he/she should to occupy the last place. Consequently, those who were after the loser, will be able to advance one place, but at the same time, they must assume the number of the player who previously occupied the same place.

E. Whenever the game is restarted, Peter must call Paul; if he calls another number directly, the group must declare him the loser and Peter must go to take the last place, assuming the number 18. The others will be able to move up one place and all will change their current number

Paul will become Peter, number 1 will become Paul, number 2 will become 1 and so on.

F. The teacher shall have the autonomy to suspend the game when he/she deems it convenient. However, since it is a dynamic it should not last more than 15 minutes in order to allow time for other activities that have been prepared. (Ministry of education, 2020)

As can be seen, in this type of exercises that serve to practice the attention for the students, the visual condition does not really play an important role, so your visually impaired student can participate in the same conditions as their classmates do. Also, it is important not to give them any special benefit over the rest of the class, the student has to complete the task by following the rules imposed.

Another activity that teachers do a lot to practice listening, is with audio material. It consists in listening to an audio and complete a workshop. For visually impaired and blind students, the text can be transcribed in braille so, it would be easier for them, or they can complete the work shop orally. However, it is better to give them the paper with the text, tell them to write the answers in other paper as a homework so they can write the whole text and complete the blank, besides, they can listen to the pronunciation of the words or sentences to complete.

If the teacher decides to use the board to write the words, he can spell the words to make sure the blind and visually impaired students write the words correctly. In the case of a students with low vision that does not use the Braille, but writes in Macro type, a copy of the text in Arial 20 font or larger should be provided, so that he/she can follow the reading and fill in the spaces in the listening without major difficulties.

In terms of visual media, if the teacher wants to use materials such a videos or movies he must be sure that the student is in a specific point, so he can listen clearly to the voices in the video. He should describe carefully everything that he considers relevant so the students can understand what is the context of the video and have a better understanding of the audio. The same way if he will use power point slides to complete the explanation, he must describe every image so the students can comprehend. The descriptions must be clear and according to the level of the students.

In addition, if the teacher will use images or flashcards, so he can describe the important elements of it to students by using the language of the topic seeing in that class. In that way, students can understand and follow the explanations of the teacher.

Then, we have the speaking part, that is an essential part because with this the students will be able to have an effective communication with the interlocutor. In this case, there is no need to create specific strategies, since a blind student would be on an equal footing with other students in order to develop the ability to speak.

It is only necessary to motivate the student to enrich the vocabulary to have a greater fluency when speaking, asking questions in class and giving him/her the time to answer, letting him/her know if he/she is answering well or not, according to the topic of the class. It is fundamental to work in the pronunciation, so for that the teacher can take advantage of the capacity of the students to students' ability to assimilate and grasp the pronunciation quickly. The activities where the students have to interact between them as conversation with dialogues are very good to practice the communicate skills.

In the reading part is where the biggest challenge lies for both teachers and students. Some texts are not delivered early enough to be transcribed in Braille or in macro type, also for another reasons like the cost of the materials are an impediment to have the correct material. To solve this difficulty, it is necessary transcribing the material little by little as the classes go on, with the help of the supporting teacher, the other classmates and the families of the students.

So, let the students know in advance about the material going to be used in classes, so that he/she can start transcribing with the help of an assistant. If possible, dedicate some additional time so that teacher can dictate and help him/her to clarify doubts about vocabulary, expressions or grammatical structures. If the teacher has knowledge of Braille, it would be ideal for him to

transcribe the short readings that do not require a lot of time. Otherwise, he can go to the local support classroom so teacher in charge can transcribe it.

Teacher can choose easy reading so it would be more comfortable to students to transcribe it in Braille, they can do it by themselves with the help of an assistant who can dictate the text for them. In addition, that can be supported by technology material, for instance, the document can be scanned and then printed in braille with the appropriate printer, students with low vision can zoom in and read the text directly from the computer or print it with enlarged print from any printer.

Another resource that can be used in this reading classes is reading through voice synthesizers. The voice synthesizers are electronic devices incorporate in laptops, cellphones and scanners, its function is to simulate the human voice so the people with visual disabilities can manage the devices by voice response. "In recent years, voice synthesizers have reached such a significant stage of development that they resemble the human voice with an unbeatable quality" (Ministry of education, 2020). The synthesizers can modify the tone of voice, volume, intonation, speed and language, it can be configured with many features.

Another useful resource is the scanner reading equipment. There are hardware devices with a scanner an electronic target, with several languages, a voice synthesizer and Optical Character Recognition software- OCR. The text to be read is placed on the scanner glass and pressing the "scan text" key starts the recognition process. Internally, the device recognizes the written and assimilates them with the corresponding phonemes and the language of the text, converting it into voice so that the reading can be heard.

The computers with screen reading are other kind of material that can be used to help them with their learning. These are screen readers that, when they are installed on a computer, they can interpret the information reflected on the monitor and transmit it to a voice synthesizer which is

in charge of verbalizing it so the people with visual disabilities can interact with the system. The manage of this resource is basically the use of keyboard commands or key combinations and the use of the movement keys, which are mainly the tab key and the cursor keys.

The students that do not use the system Braille, work generally with the conventional system, writing making the strokes thicker to make sure not to force the vision so much. For reading, they used to use optical aids like loupes, field scopes or reading bars, not to mention the glasses with a specific medical prescription.

The hardware text magnifier is equipped with a television screen, a high-power magnifying glass and a movable base where the text to be read is placed. Its function is to magnify the graphics of any book or document so that, the user with low vision can access to the reading independently. Besides, it has special controls that allows to adjust the brightness, contrast the colors, and adjust the font size as required by the user.

These devices allow students with low vision to read texts and recognize the images associated with the activities that they have to do. The institutions with this hardware can put it in the library, so students with low vision can have access to the proper material to help them in their studies such as their other classmates.

Then, the text mentions a screen magnifier software, which are programs that when installed on the computer expand the size of all elements of the operating system so, the user with low vision can manipulate the computer in an autonomous way. These programs have several levels to adjust the size of the images, contrast the color of the wallpaper with the color of the text, and decide between work with the mouse or enable the keyboard commands.

It is probably that these programs are not available in regular classrooms, which is why the regular teacher has to be in permanent contact with the specialized classroom, so he is aware of the correct material to use with students with visual disabilities.

For the use of this material, it is very important to know the visual pathology of the student. Because the abuse of these aids can accelerate the process of progressive vision loss so, first the teacher has to talk with the family if the doctor approves the use of the aids for the student, to know if all, only one or some of them can be used.

Moving to the writing part, it is important to know the writing and the reading code that the student uses, it is fundamental for the teacher to take into account that, so, the writing process of the student will be successful. In the particular case of visually impaired students, “it is of vital importance for success in learning a foreign language, the mastery and functional use of the reading and writing code used by the learner”. (Santana 2001).

The most common system using by people with visual disabilities is braille, sometimes it can be uncomfortable for the visually impaired students, because they are afraid of distracting the rest of the class with the noise that produces mark the points. To avoid that situation, teacher has to create a safe an integration environment to generate confidence in the whole group.

Students with low vision write using macro type letter that allow them to read and write without major difficulties, to take notes they use notebooks with twice the width of those in conventional notebooks and the lines are mostly highlighted. For writing, they use medium point pens, which allows them to see well the line of the letter.

When the teacher wants to do a writing exam, it is important to remember to verbalize the questions so the student can understand and copy. If teacher wants to design a special format for the exam, he must let the teacher of the specialized classroom know, so he or she can make the transcription. Ask them to do the writing assignments with the same requirements as their classmates, taking into account that with the technologies mentioned above, they can have major autonomy in their academic performance.

Another didactic material that can be useful for blind students is a didactic tool for teaching English to blind people created by the intern Maritza Medina. She is a master student in the program teaching English to speakers of other languages in Michigan State University, her motivation to create the tool was the necessity to facilitate the learning for these students. “She created a phonetical table that help students with visual disabilities to understand the pronunciation of the language” (Fullbright Colombia).

In her experience she found that one of the main difficulties for them is the phonetical part, since there is a lack of information to acquire this knowledge that, in most of the cases is represented visually in symbols, to represent the elements of the international phonetic alphabet and they are not perceptible to screen readers and braille.

Thus, its development integrated the 3D elaboration of 45 chips for each set, all with the same elements: a serial number in Braille and in ink, the symbol highlighted to make it easy to touch, the corresponding symbol in Braille, the typographic information in ink and Braille, and on the back, a magnetic material that allows its fixation.

Those 45 chips operate together with a webpage that contains all the information about the point and mode of articulation of each symbol, some examples very useful to see the production of the sound in every phoneme are recorded by native speakers.

The page was also designed with universal design for learning in mind, as well as the chips, all in a fully accessible and multisensory environment, with the possibility for all students to receive audio tactile input that undoubtedly improves the understanding of the form and function of all the symbols that make up the International Phonetic Alphabet. “What I did was to design a pilot of this material, for which I met for eight weeks with a group of 22 blind students interested in learning English. I worked with them on the whole phonetic issue, using the chips and the web page to consolidate their training” (Medina, s.f)

Maritza assures that the process was quite productive from the experiential point of view, since it was framed in the realization of a pretest, which served as a diagnosis, and a posttest that will allow measuring the incidence of the phonetic table in students, measuring and comparing the results of the two tests to define the effectiveness or not of what was done.

In the document, teaching English for visually impaired students are presented some of the challenges for teachers when having a blind student in their class, as well as a description of strategies that can be used.

For instance, some of the challenges that the teacher can find are, when the student comes with a low self-esteem because his last experiences were not very nice, that affects also the motivation since, if he did not have a good experience so perhaps, he is only learning because he has to but according to that, he has zero hopes with the learning. This can happen in the case where for example the student is not familiar with the use of the material, perhaps in his last school he did not use it because the teachers did not know also and they never cared about learning.

Another can be when the student does not feel connected with his classmates, for instance, if they do not understand what is going on with that special student so they make fun about his disability, or also they can complain about why he has to use different material or why the class has to go slower because of him. So, teacher need to explain them the situation before and then, ask them to be gentle with their classmate, let them know that they have to help his classmate and make him feel part of the group, explain them that having a disability is not a reason to exclude him.

First of all, every teacher has to take into account that for visually impaired students is very important be treated the same as their classmates, do not give them a special treatment because that is not inclusion and they can feel bad. Clearly, teachers would have to modify some

activities for visually impaired students, but they can do the assignments exactly as the other students.

For example, teachers can avoid tasks like spot the differences, describe their surroundings, match the vocabulary with the definition, play with flashcards, fill in the blanks or unscramble the words. Tasks requiring visual efforts that blind students cannot do and there is no material to help them, teacher has to create an assignment that everyone can do.

Some useful communication skills that the teacher can use to teach to visually blind students are responding to instructions, giving instructions, filling out forms orally, those are important because the students need to feel that the teacher takes into account their necessities, therefore, they are very good receivers and will appreciate that he adapts to this, to explain many things orally, all of this will make them feel more confident.

Some tools that the text mentioned that can be very helpful for a visually impaired student are the screen readers, audiobooks, touch screens with voice, mp3 players, magnified screens, table lamps, magnifying glasses, video galleries, podcasts, braille devices, large wall charts, and real objects. That is depending on the budget of the teacher or perhaps, the students have something of their own mobility aids

Some strategies to teach students with visual disabilities are check them regularly, to see if they need help but only give help when they ask for, otherwise they will feel that they are receiving a special treatment only for their conditions, so they need to see that the teacher is giving them the same level of attention as the other students. Another thing is that the teacher has to speak directly to them, not to an assistant, because it is important for them to know that the teacher really cares about their learning process and does not treat them as weird or different people.

Minimize the background noise would be very helpful because students can focus more in the sound that the teacher makes, for instance, the oral explanations so it would be easier for them to listen carefully with no background noise. In addition, it is fundamental that the teacher explains orally the main points of the lesson, so students with visual disabilities can follow it better and start doing the assignment.

Highlight the main points of the lesson orally, this is really necessary for the students to follow the main topics of the lesson so, visually impaired students can understand what is the objective and work according to what the teacher have said about the lesson, using their material.

Knowing the name of the student who is speaking is essential, because if they see that the teacher knows their names, they would feel more comfortable. To share the material with them before the class so they can prevent. In that way, they can study the material and transcript it if is it necessary.

Another thing that teachers have to take into account is provide them the necessary space to accommodate their tools so that they can arrange their materials in a way that will allow them to work comfortably.

The following document shows as the point of view of a teacher who has thought to blind students and he explains all the questions asked by people who never had that experience before.

The questions are the following:

- How a teacher can describe colors to the blind?
- Are colors important to blind students? Are they conscious of the colors of the environment?
- How can a teacher or professor teach poetry to them?
- How do they conceive the definitions of the words?
- Can they learn science?
- Does a teachers know how to read Braille?

It says also that between all the subjects that a teacher can teach to students with visual disabilities, English is the easiest. Based on that, here are some tips that teachers who are not trained to teach these students should keep in mind when they have their first experience.

- Understanding degrees of blindness
- Understanding the background
- Setting up a readers' service
- Technological help
- In the classroom
- Reactions of other students
- Teaching tips
- Conclusion

Understanding degrees of blindness is about teachers understanding their students' conditions. It is not necessary to understand the medical implication, just to have clear how much residual vision she or he has.

- Is he or she totally blind?
- Does he or she have some sight left that he or she may be able to read big print?
- Eighty percent of learning is through sight.

When the teachers know this, is easier to choose the correct material for them to work in the classes. It is also important because the teachers will know what to do when they give students a reading as an assessment or any other visual assignment. In addition, teacher can bring big print books to the students with partial sight, and for that he has to know about their condition.

Understanding the background means that is important that the teachers know how the student got the visual disability, at what age they got their visual disability, if the blindness is from birth or not. With this, the teacher can be aware of their needs according to their background, and bring them the support that they need.

Setting up readers' service refers to the fact that the teacher should read the reading material to the student and give the braille material to the student before class. The shortage of materials for teachers of blind students has always been a problem. In the words of the teacher (Seng s, f) setting up readers' service is easier than it seems "from my experience I can say that setting up a readers' service for the blind is never too difficult. Just spread the word that there is a need for a pool of volunteers to read books into tapes or to blind students and there will be many volunteers." (Seng, s, f)

As technological help, there is a software that is able to translate documents into Braille and download material. That means that the least problem of the teachers that are not trained to teach students with visual disabilities, is the lack of knowledge they have about braille, in fact, this problem can be solved by training the students to use the computer, there is sound synthesis software as well as a text to speech and a voice recognition that can be installed in the computer. This software varies in price but there are some that can be downloaded for free.

When the students cannot see very well the board, the teacher has to vocalize everything that he or she is explaining on the board. Since the blind student has much better developed listening skills, the idea is for the teacher to take advantage of this and dictate things aloud for the student to understand better and when plans or diagrams are used, teacher can emboss them for his or her students by sticking string to cardboard.

In addition, the management of the classroom is important too, that is what (Seng, s, f) calls reactions of other students. The teacher must control the lesson in such a way that having one or more

students with visual impairment in class does not interfere with the course of the class. That is to say that the teacher should carry out the lesson as usual but with a few adjustments for the visually impaired students. The author mentions that having a visually limited student brings out good things in the other students, as they help and integrate them.

After those suggestions. The author mentions many tips that can be very useful for teachers that are going to live their first experience with these visually impaired students. The following are the tips he gives in his document, which will be written verbatim

Teaching suggestions:

- He has used talking books and taped dialogues for reading comprehension lessons.
- He used real objects in his lessons. For example: he brought kites when the reading passage was about kites.
- He took his students to the kitchen and they had a lesson on how to prepare sandwiches and how to make tea.
- He took his senior students to a lower court to record the proceeding of court cases. He was able to do all these things because there were usually only eight to nine students in a class.

Although blind students are visually impaired, it means that their other senses are more developed, so teachers have to use that as an advantage for their learning process. Since learning a language is closely related to the culture, experiences and exposure. Teacher of blind students must bring that experiences to the students by their way of teaching the language to them.

Finally, teacher needs to help students to adapt to the sighted world because they are able to do it, support them to face a class with sighted students to adapt well to the environment. The teacher has to be a guide when the blind students need a special requirement to do the assignment, what the teacher

cannot do is give them a special assignment, because they will feel frustrated seeing that they cannot do the same as the rest of the class.

It is important also to talk about the challenges of the students with visual disabilities in the educational environment, indeed, in the following paragraphs this topic is exposed. Having a visual disability or a total loss of the vision implies many challenges for the children or the adults who suffer it, for instance the range and variety of experiences, the ability to get about by themselves most of the time and the capacity to control their environment. Those limitations affect the learning of the student That is the reason why it is fundamental to learn about the needs of the students in general, not only in one subject.

Because when a teacher knows the learning needs of the students, he or she can give them the correct support that they require to adapt to the educational environment without feeling overwhelmed for having a special treatment. Although, the teaching of braille and other tools where the other senses are more emphasized, are ways to satisfied the necessities of a blind child but they are basics and obvious. The special provisions of this group of students, all the implications of their condition, and they are deeply than just adapting the special tools for the activities in the classroom.

People with visual disabilities can identify the sounds and perhaps the origin of the sounds if they heard it before and have an idea about where they come from. But, that does not give them an idea about how is the object that is playing the sound, for instance “the blind child who hears the twitter of a bird may know with more or less accuracy from where the bird sound comes from, but all his listening will not give him any idea of the shape of the body of the bird, or of his size or its physical characteristics” (Agesa, 2014)

It is very difficult for them do that without material that they can touch and manipulate like diagrams, so the kinesthetic sensations are involved. “Even though, tactual experiences among learners

with visual impairment have distinct limitations due to the fact that tactual perception requires direct contact with the object to be observed” Horton (1998) cited by (Agesa, 2014) .This is due to the fact that, some objects are inaccessible to the touch like the sun, the clouds, the sky. In the same way there are some other objects that are very dangerous to be touch such as fire, mountains and many more.

Thus, it indicated that a lot of experiences are much more difficult for blind or visually impaired students. In contrast with sighted students who can do every activity that is planned for the class, for visually impaired or totally blind students is different, because when there is an activity in which are included objects that are very difficult to touch, as the ones mentioned in the preceding paragraph, there is a limitation for them.

The text mentions that “Knowledge is not only acquired through observation, but also communicated through language” (Agesa, 2014). Consequently, their condition does not interfere with their communication skills. However, it may exist the tendency to verbalism especially when the students are children, that verbalism is a huge problem because it confines the child to express the words without sense like symbols. That is due to the fact that, they cannot see the way in which the mouth moves when someone pronounces every symbol in a specific context.

Another limitation is in terms of reading, because, despite the fact that the children with a serious handicap have braille to translate the reading so they can read it, that only covers a short fraction of the reading and is also slower than the common reading that the sighted students can do. For this reason, their reading experience is reduced, although, they can work with the reading and present the material at the same velocity of an oral reading, it is still slower in comparing. This is why, blind students can be limited in terms of the acquisition of knowledge through reading.

The ability to get about is that is very difficult for the student to be aware of every movement he or she does and also to explore the territory, even when he or she does not have total blindness. It marks a

difference in his or her ability to go through a familiar territory and explore an unfamiliar one. The implications of this lack of ability are that he or she are not capable of observing, be aware and secure of his or her surroundings and do activities that sighted people can normally do. This makes them dependent on a guardian or a person to help them move around and can affect their relationships and social attitudes, not to mention limiting their exposure to the experience.

- Categories of strategies and methods for teaching English to people with visual impairment:

To facilitate the understanding and use of the findings, categories were created to classify the strategies and materials found in each of the English skills.

The following are the findings of the methods, strategies and materials that were found, categorized into the four main skills that are developed in the English language (reading, writing, listening and speaking). This is in order to know for which specific skill each strategy is aimed. In the same way, we discuss the important aspects to take into account when teaching a student with some kind of visual impairment, and we also mention the limitations that students may have. In the same way, the conclusion at the end and some aspects that teachers need to have into account for teaching a student with visual impairment.

In the following table are presented the strategies and materials for reading and writing.

Reading	Writing
<p>Strategies:</p> <ul style="list-style-type: none"> - Transcribing the material little by little - Let the students know in advance about the material for the lesson - Dictate the readings - Choose easy reading for the lesson - Use supporting technology material - Know the visual pathology of the student - Spell the words for the student - Describe the images <p>Materials:</p> <ul style="list-style-type: none"> - Voice synthesizers - Scanner reading equipment - Computers with screen reading - Magnifying glasses - Hardware text magnifier - Screen magnifier software - Magnified screens 	<p>Strategies:</p> <ul style="list-style-type: none"> - Know the writing and reading code of the students - Verbalize the questions for the exam - Transcript the material for the student with the help of a supporting teacher - Give them some time to transcript the material <p>Materials:</p> <ul style="list-style-type: none"> - Software with macro type letter - Medium points pens - Notebooks twice the width of a regular one - Braille devices

The following table presents the strategies and materials for speaking and listening.

Listening	Speaking
<p>Strategies:</p> <ul style="list-style-type: none"> - Do activities that involve working in groups and participation - Intonation, intensity and the expression of the voice are very important - Describe the videos very clear and according to the level of the students - Spelling words and sentences - Transcript the worksheets in braille or let them complete it orally <p>Materials:</p> <ul style="list-style-type: none"> - Audio material - Texts with letter font arial 20 for students with low vision - Podcasts - Mp3 Players 	<p>Strategies:</p> <ul style="list-style-type: none"> - Motivate the student - Enrich their vocabulary - Ask questions - Give them time to answer - Work a lot in their pronunciation - Choose conversation with dialogues - Spell the words so they can repeat them - Play with the tone, the intensity and the intonation of the voice <p>Materials:</p> <ul style="list-style-type: none"> - Phonetical table that helps with pronunciation

Some strategies can be used in every skill:

- Giving instructions
- Responding to instructions about the activities
- Filling out forms orally
- Transcribe the material
- Do assignments with the same requirements as the rest of their classmates
- Avoid tasks that blind or visually impaired students can do
- Check them regularly
- Give them help when they ask for
- Speak directly to them, not to an assistant and the assistant speaks to them
- Share with them the material before the lesson
- Know the name of the students or students
- Create a safe environment for them
- Let the other students know about that they will have a visually impaired classmate and explain to them that they should include it and help it.

Finally, before applying any of these strategies, it is very important to take into account the limitations and the abilities that students may present.

In terms of abilities, many of the authors we have already mentioned, and the two professors interviewed from ICESI University, say in that blind or visually impaired students have a well-developed sense of listening, which is very helpful in listening and speaking. Mainly because they retain very well the pronunciation of the words and the information of the text, as well as in the reading they can discover what it is about if someone reads it aloud to them.

Regarding the limitations that students may have, we present the following:

Principally, According to the text of the author (Agesa, 2014)

- Students can have a low self- esteem
- Students does not feel connected with their classmates
- Students are restricted in their ability to get about
- Range and variety of experiences
- Control the environment and oneself
- Students will tend to verbalize words, specifically signs too much and therefore will not understand their meaning.

9. CONCLUSIONS

In brief, we can say that educational inclusion has had a difficult path, it is a topic that has been discussed by many authors throughout history. Although it has been possible to make inclusive education more relevant in the field and the meaning is really understood, there are still some gaps in the inclusion of people with disabilities in education. However, it was observed that there are many strategies, methods and materials that help to include students to education, but really put them in a classroom where there are sighted students, not in a separate classroom where they are not with students without disabilities, but only among them.

It can be seen how the materials, supported by new technologies, help students to work at the same pace as their classmates. It is also very important that for this to happen, the teacher has received previous training to know the correct way to teach and treat these students. As seen in the finding, the most important thing to know is that visually impaired students do not want to be treated different than the others, for them is very important being treated as equals, not like special people. In that way, they would feel truly included and understand that their condition does not have to be a reason to qualify them as different or strange people.

There are many limitations for both students and teachers, but there are also many solutions to erase these limitations as the students advance in their language learning process. The teachers that accept the challenge even if they never taught a blind or visually impaired student before, they prove to be true professionals, as you can see their love for their profession and their real concern that this field evolves and truly includes everyone so as not to infringe the right of education for everyone no matter what.

Going back to the strategies and materials we have found, we can say that there are plenty of tools to make learning efficient for these students. Also, as we mentioned, there are some that can be used to develop any skill. The main thing that the teacher must do is to know how to use

them in order to give the students the confidence of knowing that they are with someone who knows exactly what he is doing.

In addition, the importance of these materials that are supported with new technologies lies in that most of the material are electronic devices that can be connected in the computer. So, technology is fundamental for these materials to function. Nevertheless, in some cases when is not possible to have the materials because of economic reasons, the teachers can use another strategies as the ones mentioned above in which it is not necessary to use technology and the work can be done without the need of technological materials. But when you have the possibility of acquiring them, they can be very helpful.

In the same way, teacher have to keep in mind is that visually impaired students have a highly developed sense of listening. This is why teachers should take full advantage of this to work with them on speaking, pronunciation and of course listening. Creating activities with these propositions will also help them to work with the other students, feeling that they are working together, as everyone can contribute the same and students with visual disabilities do not have to use special material for these.

Another very important thing to keep in mind are the challenges that these students present, one must be very careful when interacting with them because if the teacher does not take this into account, the student will not feel well enough to start or continue the learning process. Also, this is very essential when the teacher is planning the lessons, so that students with visual impairment do not feel excluded and can work comfortably when teacher is implementing the planning.

Making students with visual disabilities aware of activities of the session prior to the class is one of the key elements in making them work well. Because sometimes the materials need to be translated into braille or another system and this takes a long time, it is important to know in

advance, otherwise, the student will not be able to do the activity at the same time as his or her classmates. With some time, the necessary translation can be done in excellent conditions.

To conclude, the interviews with the teachers were very helpful, since it was possible to have a more direct contact with teachers who had the experience. In addition, it was noted that they used many of the strategies and materials already found in previous documents in this research. It was also very inspiring to see how they said that they had no experience teaching blind students, but were excited to take on the challenge.

Finally, as a personal reflection. This work meant a lot in my future career as a teacher, since I was able to learn first-hand a little more about the world of inclusion. I was able to understand how difficult it is for people to be included and all the limitations they have, I also learned about the solutions that are presented for them to feel truly included, the strategies and the materials that can be used are too many and they have existed for a long time, then the real problem is not knowing how to use them. I also understood the difference in many terms and why it is important to use the right words and the real importance of discussing this topic.

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