UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

APPROPRIATE METHODOLOGICAL STRATEGIES TO SUPPORT THE TEACHING-LEARNING PROCESS TO VISUALLY IMPAIRED STUDENTS ENROLLED IN THE ENGLISH PROGRAM AT CENTRO DE ENSEÑANZA DE IDIOMAS EXTRANJEROS DE LA UNIVERSIDAD DE EL SALVADOR (CENIUES)

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INDEX

ABSTRACT

This study aims at investigating the Appropriate Methodological Strategies to Support the Teaching-Learning Process to Visually Impaired Students Enrolled in the English Program at Centro de Enseñanza de Idiomas Extranjeros de La Universidad de El Salvador (CENIUES). This research profile includes 9 chapters: Chapter I contains the statement of the problem that provides the information of a historical framework, description of the problem, subsidiary research questions and research objectives. Chapter II contains the theoretical framework, historical background and the theory in order to give a brief explanation about when it most likely starts, where it takes place and why this topic is so relevant to read and investigate. Chapter III contains information about assumptions which are some speculations about the types of methodological strategies. Chapter IV has the population, sampling frame and sample it studies the number of students and categories to be investigated. Chapter V shows research methodology, research design, type of study, research techniques and data. Chapter VI demonstrates the qualitative data analysis this is the description which is done. Chapter VII shows the answers to the problematic situation at the program. Chapter VIII tells about conclusions which shows the importance to use the appropriate methodologies and strategies for a better education in teaching a second language with them. Chapter IX gives some recommendations to improve the program for a better in teaching a second language with visual impaired students. And the research design is Non-experimental and the type of study is qualitative using the descriptive research and supported by a bibliographical field research.

KEY WORDS

 visually impaired, framework, assumptions, sampling, data, subsidiary, Non- experimental, design, qualitative, field.

INTRODUCTION

Nowadays, the University of El Salvador has a program for learning new languages called Centro de Enseñanza de Idiomas Extranjeros (CENIUES) which presents some visual impaired students or other type of disabilities, but this is just focused in the first one. For that reason, this research develops an in-deep study about some necessities in the educational process which facilities the teaching-learning for those students with those special characteristics. Researchers suggest that students with visual impairments are likely to prosper in educational settings offering appropriate instruction and services within a full array of program options (AFB, 2011). It makes emphasis that the full participation in general education should be implemented throughout the time in any type of student or any kind of disability with the purpose of obtaining a better education system that may be improved in teaching-learning for these necessities.

CENIUES is a program that sets the student's level taking in account the age of each student. Therefore, it is divided in three levels kids, teens and adults but it does not ask if the student presents any kind of disadvantage or difficulty which probably affects her/his English learning. This is why, the purpose of this research is to develop an in-deep study about the appropriate methods and strategies to teach a foreign language to students with visual impairments developed at Centro de Enseñanza de Idiomas Extranjeros (CENIUES) during the year 2019 at the University of El Salvador.

CENIUES created since the 90s guarantees the opportunity to learn foreign languages to the Salvadoran population through academic programs of different languages with academic quality, appropriate environmental conditions, decent attention and accessible fees. Nevertheless, in previous research made at CENIUES' kids Program by students from Seminar II, 2018 demonstrates a deficient methodology to students with visual problems in learning a second language. The importance of this study carries out to ask about the appropriate methodological strategies to support the teaching-learning process to visually impaired students enrolled in the English Programs at CENIUES.

This research profile includes 9 chapters: Chapter I contains the statement of the problem that provides the information of a historical framework, description of the problem, subsidiary

research questions, research objectives (general and specific) and justification and delimitation of the problem which describes the problem to give emphasis to one of the weakest areas in the field of teaching a foreign language. Chapter II contains the theoretical framework, historical background and the theory in order to give a brief explanation about when it most likely starts, where it takes place and why this topic is so relevant to read and investigate. Chapter III contains information about assumptions which are some speculations about the types of methodological strategies which are used or what are the most appropriate to support the teaching-learning process to visually impaired students. Chapter IV has the population, sampling frame and sample it studies the number of students and categories to be investigated at the program in order to have major control in this research. Chapter V shows research methodology, research design, type of study, research techniques and data gathering plan to identify which type of methods are used to make this investigation researchable, moreover, the descriptive method is applied with purpose to obtain reliable data based on the teachers, students' opinions and class observed. Chapter VI demonstrates the qualitative data analysis this is the description which is done, by observing, interviewing and making surveys collected by students and teachers which provide reliable information. Chapter VII shows the answers to the problematic situation at the program. Chapter VIII tells about conclusions which shows the importance to use the appropriate methodologies and strategies for a better education in teaching a second language with them. Chapter IX gives some recommendations to improve the program for a better in teaching a second language with visual impaired students.

I.   STATEMENT OF THE PROBLEM

1.1 Description of the problem

Being visually impaired does not mean being unsuccessful language learners (Başaran, 2012).

'No-one should be absent, let alone excluded, from wisdom and education and training of the mind. The question is whether the blind, the deaf and the retarded (who for their handicap are unable to learn like the healthy) should receive education. My answer is: All humans should be educated, with the exception of non-humans. J. A. Komenský (Hluší, 2002, p.1).

Based on the cites above, learning English as a second language can be so difficult to those students with visual disabilities but it does not mean that they cannot be good learners for doing so; anybody with any disability has the right to be included in any educational process. On the other hand, teaching English to students with low vision conditions can become a difficult situation for some teachers who do not have any experience or professional training on this area. Well-informed and experienced teachers will apply appropriate teaching strategies to enhance the students' learning in teaching English to those students with these special needs.

Harmer (2007), emphasizes that teachers are expected to approach the learners in their classes individually instead of seeing them as a single unit. Like so, the moment teachers realize that the class is composed of students with different characteristics and learning styles; they have to start thinking about how to respond to this special needs and find solutions to the possible learning they could face throughout the process.

It is important to point that children, youngers and adults try to visualize the world and make sense of it in the complicated social environments that they live, play and learn. Not only people without any impairments but also people with it try to construct meanings, to maintain social contacts, to discover rules and relationships, to make sense of the world and how it works. So, the way they perceive the world and classroom activities are so different from those students without any impairment. Therefore, teachers should make use of different techniques and classroom strategies to teach all those students with any

impairment. Helm (p. 7, 2000) underlines the improvements in the field of educating the visually impaired.

He proposes plausible techniques for educating visually impaired students and claims that neuro-linguistic programing can enhance the visually impaired student's "ability to fully explore the intellectual real and exciting world of learning that surrounds him/her". The neuro-linguistic programming is based on the power of your own mind that means students can learn to take control of their mind and how they can respond to the world.

According to the American Foundation for the Blind (AFB, 2012) students with visual impairments are often under identified and underserved. This happens when the teacher does not notice the presence of these students in the classroom and teaches the class in a normal way. So, visually impaired students require specific intervention that means that teachers since the first day of class should notice about these learners in order to adopt strategies of how to support, treat and educate them according to the different necessities that each student has. Furthermore, an effective teacher who has students with some visual disabilities; must employ some effective techniques to improve student's multisensory capabilities such as; visually, auditory and tactile in the classroom environment.

In the last decade, the University of El Salvador has had a noticeable increased in the enrollment of students who has different types of disabilities, this reality made the University takes this situation as a social goal, so on May 15th, 2014; the Attention   Unit for Students with Disabilities was created. This unit has as a main objective to guarantee access, permanence and support   to pre-graduate students who have different disabilities such as: physical and motor, visual and auditory, speech and language disorder. These students develop their academic activities in different faculties inside the university. Regard to visually impaired students, there are 30 of them from which 15 are blind and the other 15 have vision problems. In order to accomplish its goals this unit offer the service of tutors that assist students in the development of academic activities such as the performance of evaluated test. Besides that, the unit provides a special internet room with software and the use of some magnifiers (which are devices that make texts and images look larger). Also, they transform the materials in accessible formats such as audio, reading PDF or braille according to the necessity of the student. This unit develops some training courses to

empower some teachers in the use of some tools in the Braille Method, so that they could offer better academic support to their visually impair students.

A recent study developed at Centro de Enseñanza de Idiomas Extranjeros (CENIUES) which is the Foreign Language Academy at the University of El Salvador, reveals that teachers in charge of CENIUES Kids' program do not know how to include visually impaired students in their classes. So for that, some teachers may fail treating and teaching their classes to these students with visual impairments like those with any limitations. According to the study, teachers have had the experience of receiving some visually impaired students in their classroom and they continue teaching their classes providing the same materials, exams, and textbooks that are used by non-visually impaired students. Teaching and learning strategies are being applied in a way in which some needs and learner's characteristics are considered; but none of them are related to low visual problems. As an example, it can be mentioned that giving explanations or examples about the language using a slide board to explain is one most common activities developed in class in which the letter size used in the slides, has not been considered by the teacher. This confirms that those teachers are probably not trained to apply effective and appropriate teaching strategies and techniques for teaching English to visually impaired students. If they do not take into account the needs of these students, the learning process could be minimized or developed at very low pace.

After contextualizing this situation in the English Teaching area, several questions emerge to the researchers who are interested in developing a considerate and deep study around this topic in order to lessen and enhance learning in classrooms in which students with these visual impairments are involved.

1.2 RESEARCH QUESTIONS

What types of methodological strategies are used by CENIUES teachers to teach English to visually impaired students?

What are the appropriate methodological strategies to support the teaching-learning process to visually impaired students enrolled in the English Programs at CENIUES?

1.3 SUBSIDIARY QUESTIONS

1.   Do CENIUES teachers use good and effective methodological strategies and techniques for teaching English to students with visual impairments?

2.   What types of didactic materials do CENIUES teachers utilize to teach English to visually impaired students?

3.   What are the problems CENIUES teachers face when they teach English to students with visual impairments?

4.   Do they have different evaluation forms to evaluate students with visual impairments?

5.   Do CENIUES teachers receive any training in order to teach visually impaired students?

1.4 OBJECTIVES

a.   General objectives

-       To develop an in-depth study about the appropriate methods and strategies to teach a foreign language to students with visual impairments.

-       To analyze the way in which teachers at Centro de Enseñanza de Idiomas Extranjeros de la Universidad de El Salvador (CENIUES) take into account their visual impairment students' needs to facilitate the learning process of the English language.

b.   Specific objectives

-       To find out if there are specific methods and strategies to teach English (or any foreign language) to students with visual impairments.

-       To identify the different strategies and techniques that CENIUES teachers use to teach English to students with visual impairments.

-       To determine how effective the teaching techniques and strategies applied by CENIUES teachers are to facilitate the learning process of students with visual impairment disabilities.

1.5 RATIONALE

There is a need of learning English as a foreign language in our updated society due to different circumstances which are demanded by people who are constantly connected, through new technology, equal opportunities between genres as well as those students who present special needs. It is understandable that non-visually and visually impaired students enrolled at CENIUES programs, have the same opportunities to learn English as a second language hence, teachers at the program will need to know appropriate methodological strategies to teach English to visually impaired students. The interest for studying this topic came from the experience of one member of the team who is a current English teacher at CENIUES. She has noticed the participation of students with visual impairments and even a student with blindness in the classrooms. Furthermore, the results of a previous research made at CENIUES Kids' Program revealed a methodological deficiency on this topic and the area of study in which the researchers are involved (Bachelor in English Teaching), confirm the authentic interest of carrying out this research which will be centered in enhancing the English learning of some students with some specific needs.

So, the main purpose of this research will be to develop an in-deep study about the appropriate methods and strategies to teach a foreign language to students with visual impairment developed at Centro de Enseñanza de Idiomas Extranjeros (CENIUES) during the year 2019 at the University of El Salvador.

Bearing in mind, there are 106 groups enroll in the CENIUES program and inside of these groups there are among 5 or 6 students in each classroom with this special characteristic, as a fact it gives the researchers significant amount of people in which one can be researchable to obtain valuable information to reach the stipulated objectives.

The results of this investigation will help teachers to improve the strategies and techniques that they should be using to reach their goals in their teaching process as well as decide what can be done to improve the conditions to develop in the program and appropriate materials for students. Providing integration and self-confidence should be the challenge for helping the students to make them to feel independent and comfortable learning the English in the classroom.

1.6 DELIMITATION OF THE PROBLEM

The limit of the study by having as a sample, three of the groups from the CENIUES programs of the year 2019. This groups will be taken from different English Programs that CENIUES is offering (adults, teens and kids), the three of them will be scheduled in the Saturday afternoon shift. The groups under study will be the following: level 2A from the Adult´s Program (6 out of 29 have visual impairments), level 17 from the Teen´s Program (6 out of 33 with visual impairments) and level 5B from the Kids' Program (4 out of 24 have visual impairments).

II. THEORETICAL FRAMEWORK

2.1. HISTORICAL BACKGROUND

The first school for the blind was founded specifically for students with blindness and visual impairments in 1829 in Massachusetts. This school was founded on the premise that individuals with visual impairments have the potential to be capable and contributing members of society. Individuals with blindness were among the first people with disabilities to be recognized as being able to benefit from education. Schools for the blind were formed in the United States during the early 19th century on principles of promise and potential, not as symbols of oppression or charity. As mandatory education was not paramount at the time, many individuals with and without disabilities were not attending school. Thus, schools for the blind affirmed the belief in the potential of individuals with visual impairments in society. During this time, public schools were all equipped to meet the needs of students with disabilities, including those with visual impairments (Ferrell, 2007). The United States used examples of European boarding schools as blueprints for their residential and specialized schools for individuals with blindness. These schools have historically been centers of knowledge with specific expertise in teaching methodologies related to visual processes.

Schools for the blind were some of the first teacher training institutions that used an apprenticeship model.

This model allowed skilled teachers opportunities to train others how to appropriately interact with and educate individuals with visual disabilities. The importance of understanding the historical relevance of residential schools is important as they formed the foundation for the principles and potential of the individuals with visual impairments being orientated into society.

During the 1960's there was the movement of students with disabilities from segregated, specialized settings back to their home schools and the general education classroom to the greatest extent possible (Perkins, 2011). Today the majority of students with visual impairments are served in their home school by itinerant personnel. Yet there is increasing concern that students are still at risk of not receiving the intensity of services needed in order

to be successful (AFB, 2011). Retrieved from: Educating Students with Visual Impairments in the general Education.pdf Doc.

2.2. THEORY

Nowadays, English as a second language has become so popular around the world. Learning English helps people to open a wide range of opportunities. For example, it can give great jobs opportunities, makes more media accessible and enrich public discussions with different people of other countries. People are learning English in their intents to look for better opportunities related to their own interests (academic, professional or entertaining issues). So, there are many different learners with different needs, which teachers should take into consideration while planning and delivering their lessons. Among these learners are those -the visually impaired students- who seek for their right to learn without any privileges. They just want to be treated as other students and to have the same rights as all people.

Different students react differently to different stimuli and that different students have different kinds of mental abilities (Harmer, 2007). Gardner (1983), in his outstanding book Frames of Mind: The Theory of Multiple Intelligences, describes seven different intelligence types and underlines that all people have all of these intelligences but in each person one (or more) of them is more pronounced. Therefore, in order to better decide on the tasks and activities that will be included in their lesson plans, teachers are expected to determine the dominant intelligence type of each individual learner in their classes and vary the activities accordingly. If we accept that different intelligences predominate in different people, it suggests that the same learning task may not be appropriate for all of our students (Harmer, 2007).

Experts have stated that the things a person can see and understand are limited to those identified by his/her perceptions and beliefs and that, therefore, the blind cannot develop some concepts. There is an example of Vanlierde et al. (p. 17, 2005) he asserts that students that are blind early in life do not develop a concept of perspective. However, he says that not being able to develop concepts does not mean that the blind and the visually impaired individuals cannot be good language learners. According to Süleyman Başaran (2012),

"Language is a flexible structure that is used correctly by children who are congenitally blind as they adapt to the language used by those around them. Visually impaired students have the tendency to use words whose concrete referent is unknown to them, which is called verbalism." Rosel et al (p.16, 2005) hint that in everyday language there are words (e.g. beauty) that are difficult for the average person to define.

According to Cameto and Nagle, students with visual impairments have unique learning needs and must be addressed if they are to access the general education core curriculum and become independent productive citizens. Many students with visual impairments, however, requires instruction in additional curricular areas such orientation and mobility training as well as daily living skills and social skills. In addition, Carmen Willings states: Students who are blind or visually impaired will have unique visual needs that need to be communicated to all team members during eligibility, at the beginning of school year, and when there is a change in the student's unique needs.

Previous research has suggested that visually impaired children's social behavior can be different from sighted children's social behavior. It was observed that visually impaired students play differently, spend less time near other students and more time near the teacher, and participate in interaction less frequently than sighted children do.

TYPES OF LEARNING

In order to understand better how students learn and how teachers can help them in their learning process, it is necessary to give a brief explanation of the theory of multiple intelligences that Garner (1991) identified.

Multiple intelligences

Garner identified eight types of intelligence: Visual/Spatial, Bodily Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic and Logical Mathematical.

▪ **Visual/Spatial**

People, who have this type of intelligence, think in terms of physical space, as architects and sailors do. They like to draw, to do jigsaw puzzles, to read maps, and to daydream. They

can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs. (Gardner 1991)

Barrera (2004) says that in the classroom, teachers can use a variety of visual aids in order to provide a better understanding of the topics through images that may help students who have the visual intelligence. In case of students who have low vision disability, visual aids are not going to be useful taking into account that for them it will be a disadvantage unless the teacher uses visual aids big enough for them to see well.

- **Bodily Kinesthetic**

People with this intelligence use the body effectively, like a dancer or a surgeon. They like movement, making things, touching. They communicate well through body language and are taught through physical activity, hands-on learning, acting out, and role playing. Tools include equipment and real objects. (Gardner 1991)

In the classroom, the students who have this kind of intelligence learn by doing and most of them have the ability to move around and learn at the same time they are moving (Barrera 2004.)

- **Musical**

Gardner explains that people with musical intelligence learn through showing sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, and tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

According to Mrs. Barrera, students who learn by having music at the background, learn with sounds and have the ability to play an instrument; however, it will be difficult for a teacher to use music in the classroom since not all the students have the same type of intelligence. Therefore, the teacher can change the routine and once in a while play a song in order to help those students who learn better by having sounds.

- **Interpersonal**

Gardner believes that some people learn by understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, and dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail. That is why, it is very important that teachers make groups of work in classrooms so that, students who learn by interacting with others can take advantages and understand any topic.

- **Intrapersonal**

It refers to understanding one's own interests, goals. These learners tend to shy away from others. They are in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners, according to Gardner 1991.

Students who learn by themselves are more likely to work alone and that is why, it is important for the teacher to take into account the diversity he or she has in the classroom in order to help students and provide individual work.

- **Linguistic**

According to Gardner, using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture. Students who have this kind of intelligence have the ability to learn by reading or writing, so it is necessary that teachers vary activities done in class and homework.

- **Logical-Mathematical**

It consists of reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, and ask cosmic questions. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with details. It is important for teachers to take into account the multiple intelligences they have in the classroom in order to develop a variety of activities including numbers for those ones who have a logical-mathematical intelligence. (Garner, 1991).

THE NATURE OF VISUAL IMPAIRMENT

The term visual impairment according to Baraga and Erin, 1992 means the conditions of eye or visual system that result in less than normal vision are visual impairments. And such impairments can include reduced visual acuity, obstructed or narrowed field of vision, or failure of visual stimuli to be sent to or processed by the brain. This condition may or not be correctable.

Categories of Visual Impairments

Low Vision

According to Turnbull, 2002, students with low vision are able to learn using their visual sense; however, they may need to have print magnified, contrast enhanced, or type font or size changed. Baraga expressed that those students in this category characteristically work more slowly and experience difficulty working with details.

Functional Blindness

Turnbull in the year of 2002 said that people with functional blindness typically use a combination of modalities to function within their surroundings. In this category students generally read and write with the help of using Braille. Also, some functionally blind individuals have sufficient vision to allow them to move around the classroom safely. However, others don't have the save mobility because they require considerable accommodations to do so.

Blindness

In this category is included near blindness and totally blindness. Understanding the two meanings, the differences are stated bellow: Near blindness occurs when visual acuity is reduced so greatly that learning takes place using data from other senses most of the time. And students with total blindness receive no stimuli from their visual channel. So, they depend entirely on input from other senses.

According to Susan Carney, 2003, visual impairments are further classified as congenital or adventitious.

Congenital refers to loss of vision present at birth. Some of the more common causes of congenital visual impairment are:

- prematurity;
- genetic diseases;
- prenatal and perinatal infections;
- And maternal substance abuse.

On the other hand, **adventitious** refers to loss of vision acquired after birth as a result of illness or accident.

Susan Carney also says that the age and level of development of the student before the onset of the visual impairment influences the student's ability to acquire skills and concepts. Students with congenital blindness may have difficulty acquiring concepts, while students with adventitious blindness may retain sufficient visual memory to benefit from visual descriptions.

Although two students may be medically assessed as having the same diagnosis and visual acuity, they may each learn and function in different ways. A student's vision may fluctuate or may be temporarily influenced by such factors as:

- the nature of the visual impairment;
- fatigue;
- glare;
- inappropriate lighting;

- medication;
- general health.

COMMON EYE CONDITIONS

Following are the most common eye conditions teachers may encounter: (provided by a guidebook: Teaching Students with Visual Impairments, 2003)

Albinism: Albinism is a genetic condition in which there is a lack of normal pigment in the eyes and often in the skin and hair. Students with albinism usually have reduced visual acuity, sensitivity to light and nystagmus (see below definition).

Amblyopia: Amblyopia is referred to as a lazy eye. There is reduced visual functioning in one eye that causes the student to use only one eye instead of both.

Cataract: A cataract is an opacity or cloudiness of the lens of the eyes, sometimes present at birth. Students with cataracts have reduced visual acuity and hazy vision that makes near and distant visual activities difficult, particularly in bright light. They may have poor color discrimination.

Cortical visual impairment: Cortical visual impairment is caused by damage to the visual cortex in the brain or the nerve pathways. Most students with cortical visual impairment also have other disabilities. The visual response from students with cortical visual impairment is inconsistent. Providing visual stimulation may improve the student's ability to process visual input.

Retinal detachment: A retinal detachment occurs when parts of the retina pull away from the supporting structure of the eye and atrophy occurs. The retina may be reattached if little time has transpired.

Glaucoma: Glaucoma is a disease in which there is damage to the optic nerve, through increased pressure from the fluid within the eye, resulting in reduced visual acuity and loss of peripheral vision. The fluid pressure is monitored regularly by an ophthalmologist. Students with glaucoma generally have difficulty with mobility and focusing their gaze between near and distant objects.

Hyperopia: Hyperopia (farsightedness) is a condition in which the rays of light entering the eye focus behind the retina instead of on the retina. Students with hyperopia can see more clearly at a distance.

Macular degeneration: Macular degeneration is an eye disease which results in gradual loss of central vision. Students with macular degeneration have difficulty reading print on the blackboard or page.

Myopia: Myopia (near sightedness) is a condition in which the rays of light entering the eye focus in front of the retina instead of on the retina. Students with myopia can see more clearly up close.

Nystagmus: Nystagmus is involuntary movement of the eyes that can cause fatigue when carrying out visual tasks. Nystagmus is associated with many eye conditions or it may be the only diagnosis identified by an ophthalmologist.

Optic atrophy: Optic atrophy is the degeneration of the optic nerve fibers so that they are no longer able to transmit accurate visual images from the retina to the brain. An ophthalmologist will sometimes describe a student as having pale or grey optic disks in one or both eyes, which is an indication of optic atrophy. It is important to determine just how well the student can interpret what is seen both up close and at a distance.

Retinitis pigmentosa: Retinitis pigmentosa is a hereditary condition in which the retinal cells degenerate, particularly the rods which are responsible for peripheral and night vision. This results in a progressive narrowing of the field of vision, night blindness and often extreme sensitivity to light. Students with retinitis pigmentosa have difficulty with mobility, scanning the environment and reading print on the blackboard or page.

Retinopathy of prematurity: Retinopathy of prematurity is a disease of the retina in which the retinal blood vessels do not develop normally and scar tissue forms. Most students with retinopathy of prematurity benefit from the use of high illumination and magnifying aids.

Strabismus: Strabismus is a muscle imbalance that prevents the eyes from focusing together on a single point to achieve binocular vision. Students with strabismus may have significantly decreased vision in one eye and have difficulty with depth perception.

THE STUDENT WITH LOW VISION

Students with low vision exhibit a wide range of visual impairments. Teachers should be aware that no two students with low vision have the same functional vision even if they are diagnosed as having the same eye condition and similar acuity. Vision may fluctuate and be influenced by such factors as fatigue, light glare, lighting conditions and time of day. Therefore, special attention must be given in assessing the needs of the student with low vision. Accommodations can be incorporated into his/her program plan.

CLASSROOM MANAGEMENT TECHNIQUES FOR TEACHING ENGLISH

In order to develop an effective students' learning process is good to employ in the English class some classroom management techniques such as: oral participation, pair work, group work, role plays, dialogues, debate, monitoring, eliciting, tutoring and establish rapport.

- ➢ **Oral participation:** It is a good indicator of students' engagement in learning. The nonverbal attentiveness is really associated with the engagement. Therefore, the oral participation needs to be applied not just for granting a grade as well to encourage meaningful learning at the moment to speak at any time in each student.

- ➢ **Pair work:** It allows teacher to monitor students and move around the classroom even to know what they are producing.

- ➢ **Group work:** It gives students more speaking time. As well a sense of achieving a team goal giving them a satisfaction that they can interact with other ones in order to produce affective learning. It is the teacher opportunity to control them by visualizing.

- ➢ **Role play:** Can be very useful to build confidence, fluency and assess progress in each student ass well the moment for the teachers to know which they have already learned. It means it helps students to visualize the context and think beyond the confines.

- ➢ **Dialogues:** Could be the key for language development. Provide enough materials for the students ask some few questions without interrupt them. Students need to feel freedom to talk, allow them to make mistakes and provide further feedback after the

activity be completed and never at the moment because it can caused disruption for each student.

➢ **Debates:** Can help students to exchange thoughts and listen the others. People learn from other by hearing each other's thoughts while observing facial and body expressions that show emotions.

➢ **Monitoring:** Teacher keeps track the students learning with the purpose of providing feedback in order to increase students' progress. That can be by checking homeworks, observing activities and interact with debates.

➢ **Eliciting:** It is a good way to keep interaction between teacher and student. It is something which involves the language learner in the process of discovering and understanding language. Anything in the lesson can be elicited: grammar, vocabulary, and ideas.

➢ **Tutoring:** It is a good technique in which teachers use extra sense of help and try to know each student strengths, weakness and also feelings to help to improve them and support feedback.

➢ **Establish rapport:** Rapport is like trust, so it is such as important factor in determining whether a class is a success or not. Students are prepared to contribute and learn to use a new language more when the atmosphere is relaxed, and teachers and students all get on well together.

SUGGESTIONS FOR TEACHING STUDENTS WITH VISUAL IMPAIRMENTS

There are also general suggestions for teaching students with visual impairments that apply to all levels: (retrieved from a guidebook: Teaching Students with Visual Impairments, 2003)

Classroom Accommodation

Welcoming the Student

- Introduce the student with low vision as you would any other student.

- Encourage the student to answer questions posed by other students about the eye condition. Verbalize praise and disapproval or use gestures such as a hand on the shoulder.
- Students with low vision may miss the message sent with facial expressions and body language.
- Be specific with descriptive language when explaining the location of a person or object. Talk directly to the student, using direct eye contact.
- Encourage the student to look at you when being addressed or when speaking to you.
- Encourage the student to look directly at people when conversing with them.
- Use a normal tone of voice. Feel comfortable using terms such as "look" and "see". They will be part of the student's vocabulary.
- Provide the student with the coat hook or locker closest to the door so it is easy to locate.

Safety

Students with visual impairments face an extra challenge when traveling around the school building. Most areas of the school present potential problems. Procedures such as fire drills, changing classes, going to the library and assemblies require that a plan of action be in place. Assess each room that the student will be using for potential hazards. These suggestions will help provide a safe environment.

- Familiarize the student with the school building as soon as possible.
- Limit clutter in the hallways, stairs and classrooms that the student will be using.
- Students with low vision should become familiar with the location of all furniture and fixtures in the room. If furniture must be relocated, be sure to inform the student.
- Highlight the edges of stairs and steps with contrasting colored tape or paint.
- Keep all cupboard or closet doors closed.
- Train teachers and other students in the sighted guide technique.
- When going on a field trip or traveling in an unfamiliar environment, arrange for a buddy. Unless the student is familiar with your voice, identify yourself when conversing with them. Have other students do the same.

- Always tell the student when you are leaving them.

Seating

The seating in the classroom will depend on the functional vision of the student.

- Usually a student with a visual impairment will sit in the front of the classroom to be in closer proximity to the teacher and board.
- If the right eye is stronger, being on the left side of the classroom is best and vice versa.
- Source of lighting needs to be considered. A student with a visual impairment should not face direct light from windows or lighting. The teacher should avoid standing directly in front of a window or light source when teaching.
- If the student uses a reading stand or tilt-topped desk, be sure the desk provides for good posture to decrease fatigue. The student's feet should be flat on the floor and the reading stand tilted so that the student does not have to bend his/her neck uncomfortably.
- For group activities such as story time or videos, the student may require preferential seating.
- A sound field system may be considered for amplification of the teacher's voice and reduction of extraneous noises.

Teaching Tips

- A program plan is usually developed on an annual basis by the student's support team and is reviewed regularly.
- Plan ahead. If a student with low vision requires enlarged texts, audiocassettes or printed materials, they should be ordered or prepared ahead of time.
- Talk while you teach. The student may miss visual cues and written instructions.
- Teach in close proximity to the student when doing demonstrations or using visual aids. Verbalize notes as you write on the board. If a student cannot see or keep up with board work, provide him with an enlarged print copy or a scribe to write the notes using NCR (no carbon required) paper.
- Print may be easier to read than cursive writing.

- Allow the student to go up to the board or move the desk closer in order to view or copy the material.
- Check regularly to ensure that the student is making accurate notes.
- Provide extra time to the student. He/she will take longer to complete most tasks. The quantity of work required may be decreased.
- Consider oral exams or a scribe to write exam answers.
- Use tactile, concrete and real life material as much as possible. This provides opportunities for kinesthetic and tactile learning.
- Sufficient desktop and shelf space is needed to accommodate special materials. The student will need to learn to organize his/her notes, desk, shelves and locker. Color coding notebooks and files may help. Maintaining organization should become the student's responsibility.
- Alternate visual tasks with non-visual tasks to avoid eye fatigue.
- The student with low vision requires the same discipline and behavior expectations as other students.
- Say, "Tell me what you see" rather than "Can you see this?" when checking if a student can see specific visual material.
- Try to relate new learning to the student's experiences and knowledge. This will help to bridge gaps in learning.
- If a large volume of reading is required, consider having a teacher assistant or another student read the material to the student, or obtain it on audio tape.
- Skip the non-essentials. Older students can highlight important information in print material. Point out parts of the text that can be skipped.
- Provide outlines, point form notes, identify key concepts to help avoid fatigue and frustration when studying.
- The student with low vision may need extra explanation of some materials.
- Hand-over-hand techniques work well to demonstrate certain skills.
- Encourage the student to be assertive. He/she needs to learn when and how to request and refuse help and how to make his/her needs known.
- Encourage independent effort and incorporate proactive measure to reduce the likelihood of the student becoming dependent on others.

- The student's ability to participate in certain activities such as physical education, science labs and visual arts may be affected by his/her functional vision. Modification may be required.

Assignments and Examinations

Assignments and examinations can pose considerable difficulty for the student with low vision. Examination results should reflect the student's knowledge of the subject content. Each student's individual needs require consideration. The student may take more time to complete an assignment or examination than other students. Consider the student's wellbeing when assigning homework, particularly if it requires extensive reading or writing. A student with low vision is often fatigued by the end of the school day and work quality may be reduced. Some of the following strategies may be used to enhance a work quality.

- Allow additional time for completion of assignments and examinations.
- Allow the student to complete an examination in more than one sitting if necessary.
- Reduce the number of examples required to demonstrate the student's understanding of a concept or mathematics operation.
- Reduce the number of questions to be answered.
- Provide an alternate way of testing the student's knowledge.
- Provide a scribe.
- Give the examination orally. Accept a computer print-out or answers recorded on a flash drive or CD.
- Avoid the use of computer answer sheets.

Lighting

- Eliminate glare as much as possible. This reduces visual fatigue. Shiny desk tops and glossy paper will reflect light and should be avoided. Placing a black or dark matte paper on the desk or tabletop will help to minimize glare and provide contrast. Matte finish paper is recommended for the student's work.
- The level of illumination required will depend on the student's visual disability. Some students can be extremely light sensitive. Natural, artificial, day and night lighting present different functional problems and require different solutions for each student.

To determine the best lighting, the student and teacher must experiment with lighting conditions.

- Aids to control illumination indoors include occludes to improve contrast and block glare, visors to control light intensity and glare, absorptive lens and filters and incandescent lamps. Incandescent lamps emphasize the yellow-red light and have reflector shades and spring arms to help reduce glare and/or increase lighting levels. High-intensity lamps may also be useful. If lamps are used, the light should not shine directly into the student's eyes. Place the lighting to eliminate glare and shadows.

- Overhead projectors often have glare. A student with low vision may need a personal print copy of an overhead transparency. When the student uses the computer, an anti-glare filter screen may be needed.

- Outdoors, visors or wide-brimmed hats can control light intensity, and absorptive lenses and filters can minimize glare and reflection.

Contrast

The teacher can increase the amount of information available to a student by maximizing contrast. Sharp contrast between an object and its background makes the object more visible to the student. This is essential in reading, writing, drawing, cutting, pasting and physical education.

- Black and white or black and yellow provide the best contrast. Intense blue, green or purple on a buff or light yellow background may be preferable if glare is a problem. Experiment with the color of paper the student prefers.

- Keep the chalkboard as clean as possible. The student may have a preference for yellow or white chalk. Large chalk can be purchased. A white board provides good contrast if glare can be eliminated and a dark marker is used.

- Reduce visual distractions around an object.

- Avoid using materials with confusing patterns.

- Keep diagrams sharp, bold and simple. Too many details are confusing.

- Bold, sharp print provides good contrast. When enlarging print copies, try to achieve clear, non-blurry copies.

- Bold-lined paper, with varying amounts of space between the lines, may be helpful.

- The student may prefer to use pencils and pens with larger points and darker lead and ink.

Language Arts

- Labeled objects in the room should be at the student's eye level.
- Point out details in pictures to aid with comprehension.
- Use a template or line guide to help a student focus on what they're reading.
- Adjustable reading stands can promote good reading posture and reduce neck and back fatigue.
- Emphasis should be placed on vocabulary building, word-attack skills and comprehension rather than speed. Students with low vision will read slower.
- Large print is not necessary for all students with low vision. Often normal print held close to the eyes is legible. Bold, clear print is best.
- Oral drills will help improve the student's spelling.
- Paper with well-spaced bold black lines is useful for printing and handwriting.
- The younger student should have a written example of the alphabet on his/her own desk.
- The student should be given time to practice reading handwriting

Listening Skills

Students with visual impairments achieve much of their learning through listening. Develop listening skills in the following areas:

- auditory perception;
- sound discrimination;
- sound location;
- association of sounds and objects or situations;
- interpreting auditory information;
- listening for sequence;
- listening for detail;
- listening for main ideas;

- new vocabulary;
- listening to follow instructions;
- learning to listen to audiocassettes;
- using earphones to minimize distractions;
- reading the questions to be answered before listening to the information;
- playing short portions of a cd and stopping to make notes; and
- adjusting the speed of the cd player.

Visual Aids and Adaptations

A student with low vision may benefit from using optical and non-optical aids and adaptations as prescribed by the eye care specialist. Aids such as binoculars and adaptations such as lighting are explored to maximize a student's visual experience. Include these:

- training in the use of optical aids;
- appropriate lighting (depending on the eye condition, lighting needs will vary); and
- environmental adaptations:
    - avoid glare,
    - provide high contrast, and
    - seat the student for optimal vision. The student may need to sit further back in the classroom when using a visual aid.

Communication

The student with low vision will be included in the regular language arts program with the following considerations in reading, listening and writing assignments.

Reading Skills

A student with low vision needs print in a size that he/she can see. The appropriate print size is determined by the functional vision assessment. Most storybooks for young children are in large print. Choose books that have good contrast between the print and the page. Reading requires the efficient use of visual skills such as tracking, scanning, fixating and shifting gaze. Students with low vision must exert more energy to read fluently and sustain

reading over a longer period of time. Different adaptations may be required at different age levels.

- Use a multi-sensory approach when teaching the alphabet. Real objects should be used to illustrate the initial sounds of words.
- Modify the amount of reading and provide audiocassettes or have someone read to the student, if necessary.
- Use a line marker if the student has difficulty tracking and/or locating the place in the text. Encourage the student to highlight important information when reading.
- Allow the student to hold the page as close to the eyes as is necessary to read the print.
- Allow the student to take breaks from visual tasks. Students may tire if they are engaged in visual tasks for extended periods of time.
- Encourage the student to take responsibility for requesting a break when needed.
- Intersperse visual activities with non-visual activities.
- Bold, well-spaced letters are often easier to see than larger letters.
- Use highly contrasting letters to make print easier to read.

Listening Skills

- As discussed in an earlier section, a student with impaired vision will rely more heavily on listening skills. It is very important to develop those skills.
- Look directly at the student when you are talking and address him/her by name.
- Talk in a clear, natural voice. Be sure the student is looking directly at you as well.
- Give all instructions orally. Take note of how many steps the student can follow at a time. Provide exposure to audios, records, radio and TV to encourage development of listening skills.

Writing Skills

- Allow the student to write in the size of print that is easy for him/her to read. Allow the student to hold the page as close to the eyes as is necessary to read.

- Legibility is more desirable than style or speed. The student may prefer printing to cursive writing.
- Felt pens, primary pencils, raised and bold lined paper can be used to make the student's writing more legible and make it easier for the student to write.
- Provide access to a computer at an early age, especially if the student continues to demonstrate difficulty with writing skills. Screen enlargement software may be purchased.
- Keyboarding skills are important for a student with low vision.

III. ASSUMPTIONS

ASSUMPTION 1. "Appropriate methodological strategies help teachers to have efficient teaching lessons and organized classroom environment for visually and non-visually impaired students."

ASSUMPTION 2. "Teaching English to visually impaired students require specialized training."

ASSUMPTION 3. "Students with visual impairments learn and interact differently from sighted students."

ASSUMPTION 4. "Technology permits students with visual impairments to access the general curriculum, to increase literacy options, enhance communication and learn employable skills."

ASSUMPTION 5. "Clear material and visual aids having sharp images with high contrast help visual impaired students to learn more efficiently."

# IV.   POPULATION, SAMPLING FRAME AND SAMPLE

POPULATION

In this research the population taken from this investigation was all students enrolled at CENIUES programs such as kids, teens and adults: morning and afternoon. Having a total of 106 groups counting morning and afternoon.

SAMPLING FRAME

This study was carried out in the afternoon groups.

SAMPLE

Researchers took in total three groups of the CENIUES programs in the afternoon shift. One for each program (kids, teens and adults). The population of the first one had (4 out of 24 students had visual impairments), teen's program had (6 out of 33 students with visual impairments) and adult's program had (6 out of 29 students had visual impairments). There were around 86 students in the Saturday afternoon shift. And there were just 16 students that had visual impairments. So, the sample that researchers studied were the 16 visually impaired students during the year of 2019
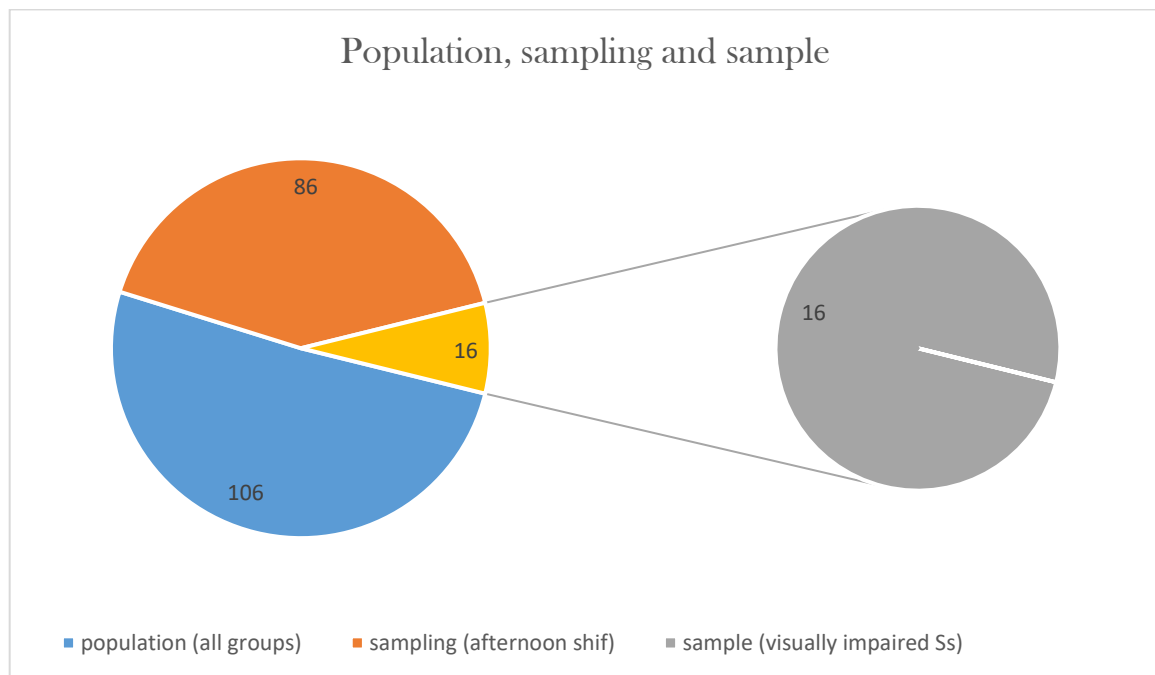
V. RESEARCH METHODOLOGY

a. RESEARCH DESING

The research design that was used in this research was the Non-experimental because this research did not work neither with an experimental group nor with hypothesis. It means manipulation of any variable did not require in this investigation.

b. TYPE OF STUDY

The type of study that researchers applied in this research was the qualitative one using the descriptive research because researchers used two main techniques such as observation and interview. So, these techniques were applied in order to collect reliable data of how CENIUES teachers gave classes to those students with visual impairments. Also, it was observed what were the most appropriate methods and strategies that CENIUES teachers used to teach English classes to visually impaired students. And at the end it helped the researchers to give some recommendations to all teachers who work with visually impaired students.

c. RESEARCH TECHNIQUES

In order to obtain real information and as much data as possible from teacher's experiences and students' opinions, researchers used some techniques with their specific instruments for each of them. The techniques – (which are the strategies for implementing the methodological plan, the systematic procedure by which a complex or a scientific task is accomplished) that were used in this research are observation, interview and survey.

TECHNIQUES

CLASS OBSERVATION AND INTERVIEW

In this research, data was gathered by observing 3 classes at CENIUES in the following programs and groups of classes:

Programs	Group of classes
Kids	Level 5-B
Teens	Level 17
Adults	Level 2- A

By observing the classes, the team worker used a check list in order to get necessary information. The check list has some items about the strategies that it can be implemented for teaching visually impaired students. The researchers checked if the teachers used those strategies for teaching them or not. The purpose of this was to gather real information, observe how the teachers teach their classes and identify the types of methods and strategies that the teachers used to teach English to their students especially to visually impaired students. Regard to the interview technique, the researchers made a structured interview to the teachers who were in charge of level 5B in the Kids' Program, level 17 in the Teen's Program and level 2A in the Adult's Program. The interview had some open questions that the teachers answered one by one. The interview was done in order to get specific information that the teachers provided to the team about the appropriate methods and strategies they used to teach to visually impaired students.

SURVEY:

The survey was used to collect information from 16 visually impaired students enrolled in the different English Programs that CENIUES was offering (adults, teens and kids). The survey had a questionnaire with some open, multiple options and closed questions. The purpose of this technique was to know the students' opinions about the appropriate techniques and strategies that the teachers used when they taught them the target language.

d. DATA GATHERING PLAN

The research project "Appropriate Methodological Strategies to Support the Teaching-Learning Process to Visually Impaired Students Enrolled in the English Programs at Centro de Enseñanza de Idiomas Extranjeros de la Universidad de El Salvador (CENIUES)" was studied at the visually impaired students enrolled in the CENIUES programs. The process for doing this research was carried out in three stages: class observation, teachers' interview and students' questionnaire.

a. Class Observation

The data gathering process was started during class observation. For this stage, each research team member was in charge of observing three times one of the three groups chosen. This was done first in order to observe how the teachers taught each English as a second language to visually impaired students and also how visually impaired students behaved during the classes.

b. Teachers' interview

Consequently, the second stage was the interview to the teachers in charge of the three groups chosen. This was done in order to obtain the teachers' perspective and experiences about the method and strategies that they used to teach their classes to their students. The interview was passed by the researchers using a questionnaire and a voice recording device.

c. Students' survey.

The final step for collecting data was the survey. This technique was passed to the 16 visually impaired students in order to know their opinions about how their teachers taught them the English classes.

After gathering the data, the team worker analyzed it using the SPSS software– one of the mainstream data analysis package used for research and education.

At the end the researchers analyzed data using a methodological triangulation. Finally, based on the results, they gave recommendations for teachers who work with visually impaired students.

VI. QUALITATIVE DATA ANALYSIS

6.1 Students' Survey

Between the second week of August and the middle of September 2019, the researchers conducted a survey to 16 visually impaired students from the different CENIUES programs (4 visually impaired students from kids, 6 from teens and 6 students from the adults' programs). The purpose of this survey was to collect reliable data and analyze which methodological strategies CENIUES teachers applied when teaching English classes to visually impaired students. The survey results are shown in the following chart.

COMPARATIVE TABLE BY THE MOST RELEVANT QUESTIONS		
Question 1. My Visual problem is …		**ANALYSIS**
Kids' Program	Based on the results, three students have astigmatism as visual problems. Just one of them has myopia.	It was found that myopia and astigmatism are the most common visual problems that the visually impaired students have. Some of them suffer of both visual problems like astigmatism and myopia. And just one student has other visual problem called hyphermetropya.
Teens	According to the results three of the visually impaired students program have two visual problems such as astigmatism and myopia. And two of them just have myopia. One student has hyphermetropya	
Adults	The majority of the visual impaired students have myopia as visual problem. Two of them suffer from two visual problems such as myopia and astigmatism. And just one has astigmatism only.	
Question 2. When attending your English lessons, where do you usually have a seat?		
Kids' Program	All students like to have a seat in the first desk.	It seems that the majority of the students with low vision prefer to seat in the front seats. This can help them to have a better understanding with the listening skill and reading the board when the teacher is explaining the class.
Teens	The majority of the students usually have a seat in the first desk and just one student feels more comfortable having a seat in the back place.	
Adults	Just one student from the adults' program usually has a seat in the first desk. And the majority of them like to have a seat in the middle of the classroom.	
Question 3. Is the letter size used by your teacher on the board, big enough for you to read well?		
Kids' Program	Based on the result all the students agreed the letter size used by their teacher on the board is big enough for them to read well.	It is noticeable that students with visual problems from CENIUES programs do not have any problem on reading the letters on the board. This means the students do not have any complaint about the letter size their teachers use. Thus, it can be said that teachers in charge of these groups are organized and take into account the
Teens	All of the students are in agreement that the letter size on the board used by their teacher is big enough for them to read it.	
Adults	All the students said the letter size is big enough for them to read well.	

		needs of their visually impaired students when writing on the board. Applying these techniques is convenient to visually impaired students to read and understand well what the teachers write on the board.
Question 4. Is the letter size in exams or extra practice material (photocopies) big enough for you to read well?		
Kids' Program	The majority of the students with visual impairment agreed on reading well the letter size in their exams and extra practice materials. One of them expressed having problems when reading his exams and extra practice materials.	It was found that almost all of the students agreed on reading well their exams and extra practice materials. Just two of them are having problems with that. They need to have their exams and other materials with enlarged letters. Probably these students are the one who have both visual problems.
Teens	All the students who have visual disabilities are in agreement about reading well their exam letters font.	
Adults	Five of the six visually impaired students said the letter size in exams or extra material is big enough for them to read well. Just one visually impaired student has difficulties on reading well the exams.	
Question 5. Does your teacher use Power Point presentations in his/her classes?		
Kids' Program	Half of the students said that their teacher does not use power point presentation in his classes. But the other half said that their teachers use it.	Based on the surveys data, it is evident that the teachers that were studied in this research are not making use of power point presentations as a technological resource to teach their classes. In the kids' program there is a contradiction because the half of them say their teacher does use power point presentation in his classes but the other half say that their teacher does not use it. Probably these teachers do not use this type of material very often.
Teens	Just one student of five visually impaired students agreed on his teacher uses power point presentation in his classes. The majority of them said the teacher does not use this kind of technology in his classes.	
Adults	All visually impaired students stated that their teacher does not use power point presentation in his classes.	
Question 7. Do you think the classroom has good lighting for the students with visual problems to see well?		
Kids' Program	All the visually impaired students agreed on stating that their classroom has good lighting for them to see well.	Based on the survey results, the classrooms' lighting is proper for the visually impaired students to see well. There is not any difficulty for the students with visual problems with the light inside the classroom.
Teens	According to the results, all of the students with visual problems assured that the lighting of the classroom is good for them to see well.	
Adults	Every visually impaired student said that the lighting of the classroom is good for the students with visual problems to see well.	
Question 8. Do you have any difficulties related to the letter size when working on the platform of the textbook?		

Kids' Program	Three of the visually impaired students stated that they have difficulties with the letter size when working on the platform of the textbook. Just one said he does not have any difficulty with the letters size when working on the platform.	According to the visually impaired students' answers, most of the students do not have difficulties related to the letter size when working on the platform of the textbook. Just a few of them have difficulties with that.
Teens	The majority of the visually impaired students do not have difficulties related to the letter size when working on the platform. Only one student has difficulty with that.	
Adults	The minority of the visually impaired students (two of them) have difficulties related to the letter size when working on the platform. And the majority of the visually impaired students (four of them) do not have any difficulty related with the letter size when working on the platform.	

9. Which of the following strategies are used in the class?

Students interaction patterns:

- Oral presentations
- Role plays
- Games
- Dialogue practice
- Individual work
- Pair work
- Group work

		ANALYSIS
Kids' Program	Based on the survey's results, the visually impaired students affirmed that their teacher in their classes use all of these strategies related to students' interactions patterns. All of the visually impaired students agreed on that. And most of the strategies (role plays, games, dialogue practice, individual work and group work) are helping them to learn English easier. On the other hand, two of them say that oral presentations are not helping them to learn the English language easier. And three of them said that pair work is not helping to learn English easier.	According to the survey's results, the teachers apply a variety strategies related to interactions patterns. Just few of them are making use of all of these strategies. However, these strategies can be useful in the English learning of the visually impaired students because some of them established that they can learn easier if the teacher uses these strategies. Oral presentations, games, role plays and group work are the most used strategies by the teachers. They can implement and mix different strategies to teach English as a second language to motivate and enhance the learning process to visually impaired student.
Teens	The majority of the visual impaired students said that the strategies that their teacher applies the most are oral presentations, role plays, games, and group work. And they also said that these strategies are not helping them to learn easier. They stated that the strategies that their teacher does not apply in his classes are dialogue practice, individual work and pair work. And the majority of them stated that these strategies help them to learn English easier.	
Adults	The majority of the visually impaired students confirmed that the strategies that the teacher applies in his classes are oral presentation, role plays, game, dialogue practice, individual work, pair work and group work. The half of them also established that	

	these strategies are helping them to learn easier. The other half did not answer this part.	
Multi-sensory activities: • Visual aids (flash cards) • Auditory (listening) • Kinesthetic (physical movements) • Tactile activities • Smell and taste activities		**ANALYSIS**
Kids' Program	According to visually impaired students stated that their teacher applies strategies related to multi-sensory activities such as auditory, kinesthetic and tactile activities. And they also stated that these strategies help them to learn English easier. On the other hand, according to them established that their teacher does not make use of flash cards as visual aids and smell and taste activities. Even though they learn English easier having this strategies in their class.	Based on the surveys' results, it was found that the most used multisensory activities by the teachers are auditory as listening, kinesthetic as physical movements and visual aids as flash cards, posters or other material related to visual aids. However, the teachers can implement strategies like tactile, smell and taste activities to encourage the learning of the visually impaired students. So they tend to be more skillful in those areas.
Teens	The majority of visually impaired students said that their teachers applies strategies related to multi-sensory activities such as visual aids as flash cards, auditory and kinesthetic (physical movements activities). The multi-sensory activities that the teacher does not apply are tactile and smell and taste activities. The half of these students said that they learn English easier with visual aids, tactile and auditory activities. And they do not learn easier doing kinesthetic, tactile and smell and taste activities.	
Adults	According to visually impaired students of the adults' program, it was found that their teacher applies strategies related to multi-sensory activities such as auditory and kinesthetic activities. Doing those activities, they established that they learn English easier. And the strategies that the teacher does not apply to teach English to them are smell and taste, tactile and visual aids activities. Thus, two visually impaired students confirmed that they learn English easier doing smell and taste, tactile and visual aids activities.	
Assessment: • The teacher uses expressions such as Good job! / Perfect! / You are improving! • Always monitors the class • Encourages participation		**ANALYSIS**
Kids' Program	According to all the visually impaired students' opinions enrolled in the kids' program confirmed that their teacher uses expressions such as Good job! Perfect! You are improving! Also these students said that their teacher always monitor the class, and encourages participation. Besides, they also stated that	According to the surveys' result, the teachers are doing a great job to teach their classes. Most of them apply strategies regard to assessment to motivate the class. They are making use of proper expressions to stimulate the English learning process to

	applying those techniques their teacher helps and motivates them to learn English easier.	visually impaired students. They always monitor when the students are working in the classroom doing class activities and encourage participation to none and visually impaired students. So these strategies are extremely helpful to enhance their learning of the students.
Teens	All visually impaired students stated that their teacher uses expressions such as Good job! Perfect! You are improving!... to motivate them to learn English easier. They also said that he always monitors the class and encourages participation to them. Even though, the teacher uses those strategies in the class the majority of the visually impaired students said that they do not learn English easier with these strategies. Just two of them established that these strategies help them to learn English easier.	
Adults	All the visually impaired students stated that their teacher do not use expressions such as Good job! Perfect! You are improving! To motivate them to learn English easier. Besides, the majority of these students also mentioned that the teacher does not monitor the class and encourages them to participate. And some of them said that those strategies help them to learn English easier.	
Teaching aids: • Charts • Projector • Mockups • Puzzles • Posters • Flash cards		**ANALYSIS**
Kids' Program	According to the majority of visually impaired students said that their teacher uses teaching aids in his classes such as puzzles which help them to learn English easier. The teacher never uses charts, projector, mockups and posters in the class. And the half of the visually impaired students said that those teaching aids that the teacher do not use could help them to learn English easier.	Based on the surveys' results, the most used teaching aids in the class by the teachers are puzzles, flash cards, projector, and posters. These teaching aids help the visually impaired students to learn English easier. The teachers do not use charts and mockups during the class. And the majority of the visually impaired students said that they learn English easier if the teachers use all the teaching aids in their classes.
Teens	The majority of the visually impaired students said that their teacher uses teaching aids such as projector, puzzles, posters, and flash cards. The majority of them said that they learn English easier having charts and projector as a teaching aids.	
Adults	The majority of the visually impaired said that the teacher uses teaching aids such as posters and puzzles. And almost all of the visually impaired students said that they learn English easier having charts, projector, mockups, puzzles, posters and flash cards as teaching aids.	

6.2 Classroom observation

Between the first week of August and first week of September 2019, three CENIUES classroom from kids, teens and adults' programs were observed with the purpose of knowing the methodological strategies that teachers use in English classes at this one to facilitate the learning process of students with visual impairments. The observation results are shown in the following chart.

OBSERVATION COMPARATIVE TABLE		
Students' interaction patterns		**ANALYSIS**
Kids' Program	They usually have oral presentations to promote participation. Individual works are presented all the three classes and pair work were developed twice.	Based on this area, teachers of these levels apply some effective strategies due to students' needs and they overcome all the difficulties, which are presented in the classroom.
Teens	They have oral presentations and dialogue practices in all the three classes. Some role plays and games are played rarely because the space is not properly for students' needs and desk are stuck. Individual works and pair works are shown twice.	
Adults	They rarely perform oral presentations because it is done once. Some games are played at the beginning very often, nevertheless, the weather is not the most convenience for them. Also, pair works, and group works are practiced twice. They work individually in the book all the three classes.	
Multisensory activities		**ANALYSIS**
Kids' Program	Audios are played frequently to motivate them to learn with enthusiasm. And the teacher uses to make emphasis to some gestures to help students to have a better comprehension of some uncommon words	It was found there is a lack of emphasis in the area of multisensory activities because none of the teachers of these categories are putting into practice any kind of tactile or smell activities in their classes.
Teens	The teacher sometimes played audios to keep them active, but he rarely makes gestures or any kid of movement that can facilitate their learning.	
Adults	The instructor plays audios all the classes but paying more attention to the pronunciation rather than the meaning of the context. He uses to have a lot of gestures and mimics which help the students to understand in a better way.	
Assessment		**ANALYSIS**
Kids' Program	The teacher uses expression such Excellent! You are improving! to encourage participation and he gives the class with enthusiasm and he always monitor the class	According to the results, some teachers do not monitor very often the class in which there are some areas of opportunities to improve them such speaking, listening etc.
Teens	He uses good expression to stimulate their learning as well.	
Adults	He does not show any enthusiasm in his face expressions, but he shows empathy with them and he uses expressions in order to facilitate their learning process	
Teaching Aids		**ANALYSIS**

Kids' Program	The teacher does not bring any other type or extra materials to support his class.	It was observed that one of the three teachers uses teaching aids such as videos in his class.
Teens	The instructor usually brings the projector. Even more, the videos which are played contain attractive colors, good sounds and yellow subtitle	
Adults	The teacher never uses any teaching aids just the board.	

6.3 Teachers interview analysis.

Three CENIUES teachers from the Kids, Teens and Adults´ Programs were interviewed with the purpose of obtaining data from the teacher's perspective. The most important remarks are summarized in the following charts:

General Information (teaching experience/ current level and teaching program		
• **Instructor 1** • 4 years of experience • Kids Program • Level 5 B	• **Instructor 2** • 2 years of experience • Teens Program • Level 17	• **Instructor 3** • 14 years of experience • Adults Program • Level 2 A

Question 1. Which methodological strategies do you use when you are teaching English to your visually impaired students?		
Instructor 1	**Instructor 2**	**Instructor 3**
• They can stand up to see the board at taking notes. They can choose where to sit.	• Well I ask them to sit on the front. I try to keep the lights on and I try to do my writing bigger.	• Well, I ask them to sit at the first row. They need to be near the board.

According to the three instructors the common feature they point out is that the visually impair students must be near the board, as close as possible and enlarge letters for getting a better visualization of the information.

Question 5. Do you consider the strategies and techniques you use in the English class are having good and effective results on your visually impaired students' learning process? Why?		
Instructor 1	**Instructor 2**	**Instructor 3**
• It`s hard to say, I do what I think it will help them. Their learning process include others factors (interest, age, motivation etc.)	• Yes, even at some point I found out when I was writing in capital letters it was better for all the students.	• Yes, I do. Because students feel they are important for me. And they realize I care for their learning process.

Based on what instructors said, students feel motivated and important when teachers make use of some techniques that show they are interested in their learning process.

Question 7. What type of didactic materials do you use in order to teach your students with visual impairments? And do you use technology? What kind of technology do you use?		
Instructor 1	**Instructor 2**	**Instructor 3**
• Flashcards, audios, TPR tasks and games.	• Flashcards. Technology, yes. I get my own videos. Computer and projector.	• Well, I sometimes use a multimedia projector or flashcards with big letters.

All the instructors use different types of material such as flashcards and games. And two of them said they use computer and projector in order to facilitate student's acquisition knowledge.

Question 8.What are the difficulties you face in your class when working with visually impaired students?		
Instructor 1	**Instructor 2**	**Instructor 3**
• Sometimes they do not copy and they are too shy to say it.	• When we have black out, they keep saying, I`m sorry I cannot read.	• We have to be patient, and working with them make you to be slow, cause you have to wait until they finish writing

The instructors have different types of difficulties in their classrooms since the students who do not copy till the students who are very slow, which make teachers work in a slow pace.

Question 10. What recommendations do you give to teach visually impaired students?		
Instructor 1	**Instructor 2**	**Instructor 3**
• Ask their parents about it. Take some consideration. Adapt your class.	• Keeping close to you, not in the back. Do not write small. Speak pictures, keep asking if they feel comfortable.	• Always pay more attention to them. Look for some facilities. Help them explain them and do the best effort for them to understand.

One of the instructors recommended to keep the students close to him not in the back seats and he prefers to use big letters on the board. Other instructor suggested to pay attention to them and look for some facilities to the students in their learning process.

Question 11. Do you think the class environment changes when you have visually impaired students?		
Instructor 1	**Instructor 2**	**Instructor 3**
• No, it doesn`t.	• Not much. It is not a big change. They feel they are part of the group.	• No, I don`t. The class environment doesn`t have to change. We have to treat students the same way and let them know they are like the rest of their classmates.

All of the instructors expressed that the class environment does not have to change when they have visually impaired students. And one of the instructors stated that teachers must treat students in the same way and let them know they are part of the class.

Question 12. Have you ever received any training in order to teach your classes to your visually impaired students? If yes, what was the training about?		
Instructor 1	**Instructor 2**	**Instructor 3**
• No, I haven`t.	• No, I haven`t.	• No, I haven`t.

All of the instructors replied they have never received any training in order to teach visually impaired students.

VII.   FINDINGS

7.1 RESEARCH QUESTIONS' ANSWERS.

A. Research Questions

1. What types of methodological strategies are used by CENIUES teachers to teach English to visually impaired students?

There is a quote among educators of students with visual impairments…, "There is no best placement for a child with a visual impairment. There is a best placement for each individual child at a particular time in her/his life. Therefore, we cannot adequately meet the needs of students who are blind or visually impaired unless we have a full continuum of services of placement options

Regarding to this, teachers used to sit visually impaired students in the first row of the classroom and keeping the lights on to have a better sight of classes. Also, they used to write big letters size on the board and used videos in their classes and oral expositions, role plays and flashcards.

2. What are the appropriate methodological strategies to support the teaching-learning process to visually impaired students enrolled in the English Programs at CENIUES?

There is a variety of appropriate methodological strategies to support the teaching-learning process to visually impaired students which teachers have to take into consideration, they have to visualize since the first class who are the students with that type of difficulty. Then, seat the students near the board for optimal vision, use appropriate lightning in the classroom. Choose books that have good contrast between the print and the letter size as well as the written exam.

B. SUBSIDIARY QUESTIONS

1.   Do CENIUES teachers use good and effective methodological strategies and techniques for teaching English to students with visual impairments?

The methodological strategies and techniques that the CENIUES teachers use have good and effective results to their visually impaired students. Since they use strategies such as: to write on the board with bigger letters help the students to learn easy, seat the students near the board to have a better comprehensible learning, use games, oral presentations, group works and pair works to make the students interact each other and practice the language. Also to help them in the learning process they use expressions like good job, excellent, well done to motivate the class and the students at the same time. All of these strategies are extremely essentials in the learning of the visually impaired students.

2.   What types of didactic materials do CENIUES teachers utilize to teach English to visually impaired students?

Concerning to the types of didactic materials, CENIUES teachers used the same materials for everybody in the classroom. The written exams, worksheets and videos were in the same letter size even for the visually impaired students as well as puzzles, flash cards and posters. They also use technology such as CD player to play audios to improve the listening skill to their students, computer and projector as well.

3.   What are the problems CENIUES teachers face when they teach English to students with visual impairments?

There are some problems that CENIUES teachers face when working with visual impaired students. Some of these problems are the student with these difficulties do not copy fast when the teacher is writing on the board. They sometimes do not copy anything and are timid to mention it to the teacher in charge of them. For these reasons, teachers must be patient to those students and wait for them to write down what on the board is written. And all of these make the class to be in a slow manner.

4. Do CENIUES teachers receive any training in order to teach visually impaired students?

English classes would be better if teachers were trained to create lesson plans according to the necessities of each visually impaired students. Unfortunately, the CENIUES teachers have never received any training to teach the students with visual problems.

VIII. CONCLUSIONS

Based on the literature review and after finishing the undergraduate research and analyzing data gotten from the instruments administrated the research team conclude the following:

1. Making use of good and effective methodological strategies and techniques are essential in the English teaching learning process of visually impaired students. Applying different and appropriate strategies and techniques help the students to get better results in the learning process.

2. CENIUES teachers apply some methodological strategies and techniques in order to teach to visually impaired students.

3. CENIUES programs do not receive any support by the Attention Unit for Students with Disabilities of the University of El Salvador.

4. CENIUES teachers use the same materials for students with visual problems and the non-visually impaired students. So there is not any different concerning with the letters on the exams, books, workbooks, worksheets, videos, puzzles and other extra material for visually impaired students. These materials has the same letter size without any enlargement for them.

5. Receiving training on how teachers should teach their classes for teaching visually impaired students, the teaching learning process would be better and the visually impaired students would have better results in the learning process.

6. Having the CENIUES coordination a specific teaching program for the visually impaired students only, can be better for the learning process for each visually impaired student.

IX. RECOMMENDATIONS

At the end of the hard work made during the under graduate process, the researches give some important recommendations that Centro de Enseñanza de Idiomas Extranjeros should take into account.

- The Attention Unit for Students with Disabilities of the University of El Salvador should give the support to CENIUES Program.

- Visually impaired students of CENIUES Program should have access to the materials such as enlargements of worksheets, written exams, and access to the computer room provided for the Attention Unit with Disabilities because only pre-graduate students from different faculties can use it.

- CENIUES teachers should receive some specialized training from The Attention Unit for Students with Disabilities in order to teach visually impaired students so that they can offer a better academic support.

- The different programs at CENIUES should allow just between 20 to 25 students in every English class in order to have a better control of each student and the whole class participation as well as for having effective classroom management techniques.

- Teachers and the coordination should notice since the first day of class the presence of visually impaired students in order to give the right support.

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FOREIGN LANGUAGE DEPARTMENT

STUDENT'S QUESTIONNAIRE

TOPIC: Appropriate Methodological Strategies to Support the Teaching-Learning Process to Visual Impaired   Students Enrolled in the English Program at Centro de Enseñanza de Idiomas Extranjeros de la Universidad de El Salvador (CENIUES).

Objective: To know the students' opinions about the methodological strategies that CENIUES teachers use to teach English to students with visual impairments disabilities.

I.   **GENERALITIES:**

Gender: M_____   F _____   Age_____

Module _____   Level _____ Program _____

Day _____   Time _____

II.   **Instruction: Please, read the following questions or statements and complete or mark with a check (✓) the answer.**

1. My Visual problem is: Astigmatism__   Myopia __   Color blindness__   Other _____

2. When attending your English lessons, where do you usually have a seat?

   a) First desk _____   b) Middle desk _____   c) Back desk _____

3. Is the letter size used by your teacher on the board, big enough for you to read well?

$$\text{Yes\_\_\_\_} \qquad \text{No\_\_\_\_\_}$$

4. Is the letter size in exams or extra practice material (photocopies) big enough for you to read well?

$$\text{Yes \_\_\_} \qquad \text{No \_\_\_}$$

5. Does your teacher use Power Point presentation in his/her classes?

$$\text{Yes \_\_\_} \qquad \text{No \_\_\_}$$

6. Do power point presentation slides contain letters or illustrations that are big enough for you to comprehend the information?

$$\text{Yes\_\_\_\_} \qquad \text{No\_\_\_}$$

7. Do you think the classroom has good lighting for the students with visual problems to see well?

$$\text{Yes\_\_} \quad \text{No \_\_}$$

8. Do you have any difficulties related to the letter size when working on the platform of the textbook?

$$\text{Yes \_\_} \qquad \text{No\_\_}$$

9. Which of the following strategies are used in the class? Mark them with a (✓).

		Techniques my teacher applies	Techniques that help me to learn easier
	Activities / Strategies		
Student interaction patterns	Oral presentations		
	Role plays		
	Games		
	Dialogue practice		
	Individual work		
	Pair work		
	Group work		
Multi-sensory activities	Visual aids (flashcards)		
	Auditory (listening)		
	Kinesthetic (physical movements)		
	Tactile activities		
	Smell and taste activities		
Assessment	The teacher uses expressions such as Good job! / Perfect! / You are improving!		
	Always monitor the class		
	Encourages participation		
Teaching Aids	Charts		
	Projector		
	Mockups		
	Puzzles		
	Posters		
	Flash cards		

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CHECK LIST

TOPIC: Appropriate Methodological Strategies to Support the Teaching-Learning Process to Visual Impaired Students Enrolled in the English Program at Centro de Enseñanza de Idiomas Extranjeros de la Universidad de El Salvador (CENIUES)

Objective: To know the methodological strategies that teachers use in English classes at CENIUES programs to facilitate the learning process of students with visual impairments.

Generalities:
Teacher's Name: _____ Program_____ Level_____
Date_____

	Activities / Strategies	Class observation 1	Class observation 2	Class observation 3	Others observations
Student interaction patterns	Oral presentations				
	Role plays				
	Games				
	Dialogue practice				
	Individual work				
	Pair work				
	Group work				
Multi-sensory activities	Visual aids (flashcards)				
	Auditory (listening)				
	Kinesthetic (physical movements)				
	Tactile activities				
	Smell and taste activities				
Assessment	The teacher uses expressions such as Good job! / Perfect! / You are improving!				

	Always monitor the class				
	Encourages participation				
Teaching Aids	Charts				
	Projector				
	Mockups				
	Puzzles				
	Posters				
	Flash cards				

ANNEX C

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TEACHER'S INTERVIEW

TOPIC: Appropriate Methodological Strategies to Support the Teaching-Learning Process of Visually Impaired Students Enrolled in the English Program at Centro de Enseñanza de Idiomas Extranjeros de la Universidad de El Salvador (CENIUES)

Objective: To know the methodological strategies that teachers use in English classes at CENIUES programs to facilitate the learning process of students with visual impairments.

Generalities:
Teacher's Name:_____
Program_____   Level_____
Date_____

How many years do you have teacher's experience at CENIUES?

_____

Do you prefer to teach adults, teens or kids?

_____

Do you work somewhere else apart of CENIUES?

_____

   1. Can you identify when students have visual problems?

     _____
     _____
     _____
     _____
     _____

   2. Have you ever worked with students with disabilities?

     _____
     _____
     _____
     _____
     _____

3. Have you identified students with visual impairments attending your class? (How many do you have? Did the coordination inform you about these cases?

_____
_____
_____
_____
_____

4. Which methodological strategies do you use when you are teaching English to your visually impaired students?

_____
_____
_____
_____
_____

5. How do you apply those strategies?

_____
_____
_____
_____
_____

6. Do you consider the strategies and techniques you use in the English class are having good and effective results for your visually impaired students' learning process? Why?

_____
_____
_____
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_____

7. What types of didactic materials do you use in order to teach your students with visual impairments? And do you use technology? What kind of technology do you use?

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_____
_____
_____
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8. What are the difficulties you face in your class attending with visually impaired students?

_____
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_____
_____

9. Do you think visually impaired students achieve the objectives at the end of the course? Why?

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10. What recommendation do you give to teach visually impaired students?

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11. Do you think the class environment changes when you have visually impaired students?

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12. Have you ever received any training in order to teach your classes to your visually impaired students?

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_____